





EDUCATIONAL SUPPLEMENT  
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### A taste for politics

One of the interesting minor differences between the curriculum circular which has now gone out to local authorities, and the first draft, is a set of questions on political education in schools.

This is partly the obvious result of lobbying from the Labour Party and the TUC, and the new found concern of the Prime Minister and Mrs Shirley Williams with the political education of youth, but it does also indicate evidence of a shift of attitude at the Department of Education and Science. Another sign of this was the DES decision to include the lucid HMI discussion paper on the subject (printed in the TES last week) when they publish shortly their final selection of inspectors' papers on the 11 to 16 curriculum.

It looks, in fact, as though political education—a subject hitherto with obvious difficulties—is now officially accepted into the curriculum as a framework for the discussion of a range of theories, facts and opinions, though less frequently, it seems, the children themselves.

It is the goodwill of teachers and heads that is needed to fit it into the curriculum, perhaps as a unit in the social studies course for fourth and fifth years. It is their knowledge of their own pupils and locality which will dictate how the subject can best be taught. If political education is left to the teachers, and provided they are given all the help they need, they can be subject to the restraints of accountability that the system already provides.

### A prospectus for every school

The most surprising thing about Circular 15-77 on Information for Parents is the other circular issued by the Department of Education and Science this week—is that it should be necessary.

Much of the information which Mrs Williams wishes schools and local authorities to write down for parents has long been de rigueur in independent school prospectuses.

There is nothing contentious or startling in the list of points to be covered: school hours, examinations, uniform, discipline, access to progress reports, how staff transfer arrangements, and disciplinary awards.

### Tolerating the intolerable

This weekend the National Union of Students has the opportunity to show what it thinks of the scandalous campaign against Jewish societies in universities and polytechnics which has been waged by a bizarre combination of the pro-Arab extreme left, the anti-Semitic extreme right, and by Arab student interests.

It is a good principle that no attempt should be made through control of the public purse to interfere in the internal political battles of the student world. But, as was brought out in a House of Commons adjournment debate last week, when an intolerant coalition of active student minorities turns on a particular group and seeks to focus hostility upon them, it is a particular duty of the Government to provide for students from public funds, there are bound to be questions about the automatic payment of union subscriptions and the student grant arrangements.

The extent to which the intolerant should themselves be tolerated is crucial to student politics. The most depressing feature of the "safety business" is the danger of anti-Semitism which arises again and again—the refusal to respect the opinions of others as a condition of claiming respect for your own, the conviction of absolute correctness which sees the continued existence of individuals or groups on whom some collective enmity has been placed as some sort of moral reproach.

Inevitably, perhaps, the NUS is beset by this puritanical perversion of idealism. In the past this has caused unpopular people and causes to be shamefully howled down. It seems likely that Miss Sus Silman will succeed in rallying her troops against the anti-Zionist coalition this weekend. Nobody says they must embrace Zionism; only embrace a doctrine of civilized controversy and refuse to condone blatant baseness by one group of students to another.

## Charting the depths of ignorance

Robert Wood looks at some difficulties of assessing performance

When Jack Wrigley (TES, September 30) writes that "eventually much could be learned from the examination leavers to help monitor standards" he was only expressing a view which some of us working in the leavers have held ever since we first heard about the APU.

It is true that everyone has their own subjective notion of what a percentage means. Nevertheless, it should be possible to agree on some scheme for interpreting percentages; for instance, NAEP have used three categories, 0-11 per cent, 12-33 per cent, and 34-100 per cent, which are in correspondence to "unsatisfactory", "satisfactory or better".

Percentage reporting on individual questions appeals because it attracts attention especially if extended to combinations of questions. It also permits the pinpointing of common errors. Whatever you think of the questions above they will at least have made you think in a way which test scores would not. The trouble with test scores and summaries of them is that they mask the nature and extent of candidates' achievements, and tend to be "spiky"—they know x and z but not y and we don't know what marks are accumulated there results the bunching in the middle of the mark range so often observed.

Question 1. In a class of pupils, the ratio of the number of boys to the number of girls is 2:3. The number of boys in the class is 1/3 (50 per cent, correct answer); 2/3 (6 per cent); 2/5 (17 per cent); 1/5 (64 per cent); 2/7 (13 per cent); no answer, 2 per cent; number of candidates; 18, 121.

From these answers, I deduce that understanding of ratio is distinctly shaky. It is depressing to see that only 5 per cent of candidates thought there were more boys in the class than all the boys and girls put together.

Question 2. A square of side 5 cm is cut along a diagonal to form two right-angled triangles. What percentage of the original area is cut away? 9/8 (8 per cent); 20/36 (per cent); 25/6 (per cent); 36/43 (per cent); correct answer; 64 (7 per cent); number of candidates, 11,143.

It is interesting to note that 36 per cent of candidates apparently treated the problem as one of finding the area of a rectangle, 5 cm x 4 cm, gives us cause for optimism.

Question 3. The probability that Bob will be selected to play for his school team is 1/10. If not selected, the chance of his winning the cinema is 2/5. What is the probability that Bob will not be selected and will not win the cinema? 1/10 (46 per cent, correct answer); 4/5 (19 per cent); 7/10 (7 per cent); no answer 11,143.

The answers reveal great ignorance of both the concept of probability and the multiplicative rule for independent events. Now consider two English items testing knowledge of word meanings.

Question 1. Which of the following words is closest in meaning to "contemptuous"? Respectful (42 per cent); ignorant (7 per cent); scornful (44 per cent, correct answer); apprehensive (12 per cent); number of candidates, 55,413. Surely "contemptuous" never means anything but scornful.

Question 2. Which of the following words is closest in meaning to "complains"? Reluctant (15 per cent); complainant (34 per cent); Rebekah (43 per cent, correct answer); speeches (3 per cent); number of candidates, 55,413.

When did "reprimands" ever mean "compliments" except apparently to 18,840 children? I do not know if the APU will

report performance in this way, in terms of percentages at the question level. There are no clues in Tom Martin's article (TES, October 14). However, the National Assessment of Educational Progress (NAEP) in the USA takes it this way, and since it is fair to assume that NAEP has influenced APU thinking, perhaps we shall see this kind of reporting.

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Whatever the method of reporting used, the level of response is ultimately on the questions set and it is in the APU's power, by controlling the difficulty level of the questions, to shape the result, it is true.

Take ratio, for instance. Set an item like Question 1 and there is no cause for complacency but set this item, answered correctly by 85 per cent of candidates, and the level of response is so high that it is almost meaningless. If you want to know what the difference is, look at the results of the 5:6:7 triangle between the largest share and the smallest share. A 14:17:28 (correct answer) C 45 D 170 E 198.

Evidently there is no point setting questions which are known to be easy; there is no point setting questions known to be hard for improvement over the years. What the APU may end up doing is to set questions which are known to be hard for improvement over the years. What the APU may end up doing is to set questions which are known to be hard for improvement over the years.

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## Race understanding questions added to curriculum review

By Bob Doe

The Government's review of the national curriculum got under way this week when local authorities received the final version of the 50-item questionnaire on what policies and initiatives they are taking in various parts of the school curriculum.

The final version was almost identical to the draft published in the TES on September 30. But some changes have been made as a result of representations made to the Department of Education and Science by groups like the local authority associations, the unions, the Labour Party, and the Equal Opportunities Commission.

These include new questions on the steps taken by LEAs to promote the teaching of "contemporary economic, social and political life", to comply with the education sections of the Sex Discrimination Act, to promote racial understanding, and to educate children whose mother tongue is not English.

The first section on the extent to which authorities coordinate, encourage, develop and monitor their policies about the school curriculum has been toned down slightly with phrases like "where appropriate". Managers and governors have been asked to provide a copy of the curriculum plan to a part in curriculum monitoring.

The Schools Council, too, now get a mention on the question of how local authorities support schools in adopting new curricular ideas. As well as the questions on the review, the DES want to know not just the present position but also any plans which the LEAs may be developing.

The new question: "What curriculum elements in the authority regard as essential?" has been added to the section on curriculum balance as a much more direct question about the core curriculum than previously. Also more specific are some of the questions in the section on religious, English, mathematics, modern languages, science, and music—religious education.

As before, the DES want to know what steps are being taken to implement the review and to ensure that minority essential for working the review. But they now include a direct question on what the authority feels about dropping maths before the age of 16.

The new section devoted to religious education asks authorities how they keep up to date on the subject, if they help schools to coordinate the agreed syllabus, and whether it is periodically reviewed.

The sections on transition between schools and on school leavers remain substantially the same but the one on preparation for working life includes several new questions on careers education and school links for trade unions as well as employers. It also asks the first time how the authority encourages by schools and colleges of further education to coordinate their work to meet the needs of all 16 to 19-year olds.

Mrs Shirley Williams, the Education Secretary, made it clear this week that it was up to individual local authorities to decide how much detail to go into in answering these questions and who they consulted.

She denied that the review was an attempt to "hijack" the curriculum, but was just far-funding to enable the curriculum to play its part, she said.

"There is a central government responsibility just as there is a local government and professional teacher responsibility," she said. They had, for instance, to ensure that enough trained teachers, and that the multi-cultural subjects offered and the multi-cultural education matched the national need. They also had to ensure that the Acts of Parliament regarding religious education were complied with.

Asked if authorities might make their policies and practices better than they really were, Mrs Williams said: "We weren't asked to do that. We were asked to report on what is in schools from the HMI's primary and secondary surveys."

## Priority sought for politics

By Patricia Rowan

Specific suggestions on how to improve political education in schools have been made to Mrs Williams, the Education Secretary. They are contained in an advance copy of a report sent to her by the Education Society, an independent body which promotes the cause of parliamentary government.

Among the steps suggested by the society are:

• appointing an HMI with special responsibility for political education

• holding a national conference on political education and teacher training

• providing in-service courses for teachers and heads, either run directly by the DES or jointly with the Politics Association

• conducting a national survey of political education, including, if possible, Scotland and Northern Ireland.

The report recommends that political education should be part of the common curriculum of all secondary schools and an open subject in FE colleges.

It admits that expanding the subject will have to be gradual because of the shortage of teachers with relevant training. "Nevertheless, this expansion must be a matter of policy," it said.

The report also said that the DES should take steps to provide support and encouragement to schools and colleges wanting to include in their curriculum what the authors prefer to call political literacy. This they define as deep-

learning the knowledge, skill and disposition of pupils, so that they can cope better with political issues and problems in industrial or in everyday life.

The report, which is expected to be published next year, is the result of a three-year Programme for Political Education, launched in 1974 with a £400,000 grant from the Nuffield Foundation. The aim was to develop and assess curriculum ideas and practice so as to improve political literacy in secondary schools and non-degree classes of FE colleges and to prove that such courses were viable.

The work and the grant were divided into two related parts. The development work was to be at the National Society under the direction of Professor Bernard Crick, with the cooperation of the Politics Association (whose members are teachers at all levels in schools and FE colleges). The research work was based at the Political Education Research Unit at York University and directed by Professor Ian Lister.

In the event, there was neither enough time nor resources for curricula to be developed in London and then assessed by the York researchers within the three year period, over similar lines—monitoring or assessing existing practice with the injection of guidelines from the Programme.

There are signs, however, as shown by the HMI report on the subject, that official opinion at the DES is now leaning with more favour on political education in the curriculum.

## Thousands of kids 'drugged'

"Tens of thousands" of British children are on long term programmes of drug therapy—because of behavioural disorders, according to an article in New Scientist this week.

Mr Steven Dux, lecturer in sociology at the University of Kent at Canterbury, says a "scandalous situation" surrounds this form of "violation of school children".

More children are being diagnosed as hyperactive, yet hyperactivity is a medical (or educational) condition which this is a genuine disease.

Treatment includes individual psychotherapy, behaviour therapy and in some cases, brain surgery. But by far the most favoured treatment is drug therapy.

A whole industry in America is based on drugging children to be submissive, he says. Between 500,000 and a million children have been diagnosed as hyperactive. There are signs that the same approach is being adopted by our teachers and education authorities.

In 1950 only 587 full-time pupils were classified as hyperactive, of which the Department of Education and Science says hyperactivity is a major symptom. By 1970 the figure had risen to more than 5,000. Two years ago it had leaped to nearly 14,000.

Typical procedures for diagnosing hyperactivity are "describing" because they have nothing to do with disease, but everything to do with defiance says Mr Dux. "Such behaviour violates important school norms about paying attention to teacher, obeying teacher, and being responsive to teacher's wishes."

A generation ago, children who behaved otherwise were called disruptive, rebellious—"a bloody nuisance and naughty. Children are no longer naughty, they are medical cases."

"English schools in urban slums and ethnically mixed areas, are being transformed from places where children attended educational courses to places where they receive courses in medical treatment."

What the children need is not drug therapy, but the opportunities to live their lives more fully. "That requires a rethinking of the entire purpose and functions of compulsory education and the place of medical and psychiatric care within it."

Mark Vaughan

## More study science subjects at polys

Britain's 30 polytechnics have increased their full-time student population by 3.5 per cent this year, and for the first time since the Committee of Directors of Polytechnics began surveys in 1973 the greatest growth has been in science, technology and maths.

At the end of October there were 117,000 full-time and sandwich course students, compared with 113,000 last year. Science, technology, and mathematics students increased from 40,000 to 43,000—a 7½ per cent rise.

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### Letter to the Editor

## Anti-Zionism: the underlying prejudice

Sir—The simplistic refusal by Mr Melid and his Woolston of the affinity between pre-Zionist anti-Semitism and anti-Semitism (November 11), on the grounds that Edwin Mantagu was an anti-Zionist Jew, they have taken no account of the fact that anti-Zionism is a Jewish position more precisely, cannot be Jewish, and that it is a self-determination of the right of self-determination of the same time, advocating it for other people.

It is anti-Semitic to support the concept of Christian or Muslim states while alleging that the concept of a Jewish state is, intrinsically, racist.

Few who have read the anti-Zionist literature and cartooned officials published in the Arab countries, surrounding Israel, would deny its racist nature. The real point is that since the establishment of the State of Israel, it has not become something which is not and which would not exist in and while pre-state necessarily anti-Semitic, the militant anti-Zionists of today who advocate the liquidation of the state of Israel by force, come into conflict not only with the Jews of Israel but the overwhelming majority of Jews throughout the world who see in a victory for anti-Zionism a disaster for the Jewish people second only to the European Holocaust.

There are, of course, many meaning words, but the words "anti-Zionist" and "anti-Semitic" are not the same. The Jews of Israel, who have a right to their own state, and everyone else, have a right to their own state, and everyone else, have a right to their own state. The Jews of Israel, who have a right to their own state, and everyone else, have a right to their own state.

The major works in the Department of the University of London School of Education, Department.

APU 15/50

# Fight against Front threat is stepped up

by Lucy Hodges

In response to scores of complaints, the Commission for Racial Equality has set up an anti-racist working party to combat the activities of the National Front in schools.

The working party, formed this week, will be the outcome of a meeting held with representatives of teachers' unions, local authorities, the Department of Education and Science, and ethnic minority groups. Mr Clifford Robinson, the commission's deputy chairman, said at a press conference that the working party would be calling on the DES to formulate guidelines for local authorities on racism in schools.

At the moment teachers feel isolated, he said. Children receive very little political education, and

teachers are not trained to look at how racism could be combated. Some teachers are not aware of the racism in their schools.

"A look at the curriculum is now being given in some areas", said Mr Robinson, a former Leicester head. "In these areas very little is being done to educate people for the society we are in." Multi-racial education should be an integral part of the curriculum.

He believed that the National Front should not be allowed to hold meetings in schools, because teachers became identified with the Front's ideas and the schools lost credibility. "It can nullify or destroy work that has been done for many years."

Mr Robinson gave examples of areas and schools where the National Front has made much headway. Calderdale, Bristol, Cleveland, Merseyside, Tyne and Wear, Rotherham and parts of London were all hissing problems, he said. In some places, the Front was trying to persuade parents to withdraw their children from multi-racial schools or from subjects such as Religious Education which included the teaching of faiths other than Christianity.

Some children at a secondary school in Bristol had been beaten up by a National Front gang outside the school gates. But there had also been threats within the school, he said.

Two National Union of Teachers representatives at the conference were anxious to make it clear that in their view the National Front was making very little impact. The common view was that the commission's working party would evaluate and counter the spread of racist propaganda, said Mr Sam Fisher, of the NUT executive.

The NUT, which has issued brief guidelines advising teachers to report breaches of the Race Relations and Public Order Acts to the police, is to produce its own more detailed guidance. The commission's working party will monitor National Front activities in schools, including the dissemination of literature, and work out what to do to prevent the spread of Front activities.



# Primary jobs are hardest to come by

Teaching jobs are as hard to come by as ever, but graduates are not having to wait so long for work, according to a survey carried out in the summer.

More than 20 per cent of all who completed Postgraduate Certificate of Education courses in polytechnics and universities this year were turned down.

It was particularly difficult to find a job in primary schools or in social studies, art and design, liberal studies and history. First degrees from polytechnics were not as valuable as university degrees.

But figures, compiled by the Association of Graduate Careers Advisors' Services, from 44 institutions of 2,379 graduates, show that the increase in the number of graduate teachers falling to get jobs was much smaller in 1977 than between 1975 and 1976.

Though there was an increase of 1.7 per cent in the proportion of applicants who had failed to find a teaching post by October, those who wanted to teach physics, maths, music, French, chemistry and general science had little difficulty.

Graduates who were not prepared to move to different areas put themselves at a disadvantage. Forty-four of those who remained unemployed had confined their applications to one area.

Many graduates also felt they were at a disadvantage because they had no teaching experience, did not live locally or had not been trained locally. Some said they were hampered by not being able to teach more than one subject or to help with extra-curricular work.

Heads of primary schools preferred to take college-trained teachers rather than graduates. Some of the failed applicants were bitter about their experiences and felt that Government policy was wrong or that teacher training institutions were irresponsible in accepting too many students for over-subscribed subjects.

One woman was able to take the questionnaire less seriously. She wrote: "Marrying a Welshman and acquiring a Welsh surname was the best thing to do to obtain a teaching post in Dyfed."

# Hope in integration, says Ulster peer

Religious education in Northern Ireland would improve if integrated schools for Protestants and Roman Catholics were introduced, Lord Dunsford told the House of Lords last week.

He was moving the second reading of the Education (Northern Ireland) Bill, which is designed to make it easier to set up integrated schools. He tried to get the Bill through earlier in the year, but it failed because of lack of time.

Since that first attempt, he said, there had been a useful public debate on integrating education in Northern Ireland. This had revealed some misunderstandings. The main one was that the Bill would dilute religious education in schools. He believed it would have the opposite effect.

"There are those who have argued that segregated education is

desirable because a school ought to be an extension of the home and of the Church. I agree that the school ought to occupy this role, but from integrated education deriving from it, in my view it ought to promote it."

"Hopefully, indeed, a neighbourhood might become non-sectarian as being an extension of a non-sectarian school. The important thing is that there should be a truly representative management committee, and that there should be available clergy and lay of adequate quality to provide really first-class religious education."

Lord Melchett, Northern Ireland Education Minister, said the Government supported the principle behind the Bill. They were in favour of integrated education.

"We believe that increased contact between the two communities

in Northern Ireland can and does improve community relations, and any increased contact among young people clearly has particular scope for altering or softening attitudes deriving from parents or the community at large.

"I should also make it clear, as I did when we last discussed this Bill, that the Government recognize the right of any group and I am thinking in particular of the received Protestant voluntary schools, and, as long as parents want their children to attend such schools, and as long as they are of an acceptable standard, to recognize the right of voluntary schools to receive substantial grant-aid from public funds."

Everyone did agree, however, that the Bill was unlikely to make major changes in the education system, at least in the near future.

# NUS in bid to lift ban on Jewish groups

Mrs Shirley Williams, Education Secretary, is expected to take a stance taken by the National Union of Students' executive against Zionism on the campus when she speaks at the opening of the conference in Blackpool tonight.

Mrs Sue Slijman, president of this week's conference, said she expected that Mrs Williams would be heard, although she might try to force through a motion to stop her.

Last year far left delegates, Sir Keith Joseph, a member of the Shadow Cabinet, expelled from the conference on the grounds that he was not an accredited observer.

Mrs Slijman was also confident that the "platform to racism" motion, which has subsequently been revised three times, would be reversed this week-end.

Only three student unions are still banning the rights of Jewish students, Mrs Slijman said. She said she was hoping for a change in the main committee which would allow the executive to suspend from membership all unions which persist in denying the rights to Jewish students.

Students agreed to lift ban, said

# Private places down by a quarter

The number of places taken up by Leeds of independent and direct grant schools will fall by a quarter this year, Mrs Williams, the Education Secretary, told the House of Commons this week.

The Government were committed to reducing these places in the minimum period to meet the Circular 6.77. In 1976-77 just under 6,000 new places were taken up by English authorities under standing arrangements with non-maintained schools—about 2,200 of these at independent schools and the rest in direct grant schools.

The figures did not include home-schooled pupils.

Mrs Williams told Mr Anthony Durant (Reading, North, C), who complained of difficulties in meeting parental demand for single-sex and denominational schools, that the only grounds on which fees should be charged in the 50 or so independent or voluntary schools was if there were not enough places in denominational schools. It is not part of the policy to make these places available for academic purposes, she said.

# PERSONAL COLUMN

## John Rae Smudges on the upper crust

You will remember the cure of Corroll Barnett's thesis: the whole of British upper-class education in the Victorian age was a ritualized world and such subjects as science and technology, with the result that British leadership was incapable of adapting to the second phase of the Industrial Revolution, hence our present predicament.

The crucial year—in Barnett's view—was 1870. After this date, she tells us, "Britain was back where she had been before Waterloo—straggling against powerful allies, struggling economically, strategically, diplomatically". But upper-class education remained perversely out of touch with this reality.

What exactly were these boys learning in public schools in 1870? The records are unusually full because the Public Schools Act of 1868 had established new governing bodies which demanded from their headmasters detailed analyses of how the school was run. So we find the headmaster of Westminster in 1870, Dr Charles Scott, providing his governors with a description so

detailed that we know which lines of the Aeneid the middle fifth studied in the Summer term and which chapters of Bunyan's *History of the Reformation* were set as a holiday task to the boys in the summer holidays. It is possible, therefore, to obtain a comprehensive picture of exactly what an upper-class education meant in this fateful year of 1870.

It is clear that Latin and Greek still dominated the curriculum, but the dice was by no means exclusively cast on the boys. Dr Scott assured his governors, "I have two hours a week in a French class." All but the top divisions studied some mathematics, from four to five hours a week. History and geography made courtesy appearances, divinity was compulsory at all levels, voluntary drawing attracted twenty boys but "no musical class can be formed at present."

The one glaring omission was science. The explanation is both simple and revealing. Dr Scott reported: "Dr Noad's engagement rendered him unable to give any course of lectures on physical science last Autumn, and this subject has therefore been omitted in the past year."

The absence of science is unlikely to have worried the governors or the boys. The letter could refer down to a term's programme in the sixth that included Aristotle's *Poetics*, Quintilian, Lucretius, Homer's *Iliad*, Virgil's *Eclogues* and *Georgics*, Seneca's *Latin Poets*, the First Epistle of St John and Westminster's *Introduction to the Study of the Gospels*.

While the education was not exclusively classical, it was to the boys the only one. It was to be their life in its majesty and it was classic

then enjoyed by a majority not accredited by any other subject. Classical masters were a majority in the common room, so much so that as Dr Scott recorded "all the classical masters give some assistance (from two to four hours in the week) in teaching the mathematics of the French class." And the complete absence of science seems to confirm the first part of Corroll Barnett's argument.

If we follow the argument a step further with this particular group of boys—the class of '70—we find that, as Barnett claims, none of the boys seeks his fortune in industry. Dr Scott gives an analysis of the destinations of school leavers and while one is described as "Business in Manchester" and another as "Brevety in Yorkshire" that is as close as any of the boys go to the world of commerce and industry.

For the great majority, a career means the public service and the professions. Bishop and Wilkinson in *Wholesome and the Public School Ethic* (1967) show a similar preference for the professions among Wykehamists of the same generation.

The pattern of curriculum and career choice at these two schools was not necessarily typical of all public schools in 1870, but it was typical of many and, in particular, of the old and well established.

Can we argue from this that if Dr Scott and his fellow heads had understood what was happening to their country and had reformed their curriculum to replace classics with science, Britain would have been able to adapt to the second phase of the Industrial Revolution instead of falling further and further behind her chief competitors—Germany and the United States?

It is not the economic question. It may at first appear. If we think



# Only here for . . . the music

Coaches, ice cream vans and television trucks trailing cables snailpelt the Albert Hall this week as 800 young performers and hundreds of school parties descended on London for the third TES Schools Proms.

More than 11,000 people from Doncaster and Darlington, Workson, Middlesex, Hampshire, Herefordshire filled the Albert Hall in capacity on each of the two nights. One hundred and twenty players and 300 fans came from West Glamorgan. Two four-and-a-half-year-olds came with the school group from St Dominic's, North London.

Two song and dance groups from the Soviet Union laid on a colourful, though perhaps too professional, entertainment in half time which had the fans stamping and the Manchester United scarves waving.

It would be hard to find a letter tempered or less pompous crowd of concert-goers as children in jeans and anoraks, long black skirts and paper hats, many chattering instrument cases, piled out into the night for the long trip home. Hardly a side street was without its party of parents, teachers and children sipping hot coffee in steamy minibus. Many drove home through the night.

The Schools Proms are the culmination of the National Festival of Music for Youth organized and presented by the Association of Musical Instrument Industries and sponsored by the TES. All the performers are chosen from entrants in the festival. The process can cause much heartache since the interests of the impresario have to come into play as much as those of the judges of pure merit. Selecting a balanced programme which represents excellence in a wide variety of different types of music is a tricky

business. It is like trying to combine the best of *Crackjack* with the best of Radio 3—a characteristic of the concerts which is optimised perhaps by having Michael Aspel and Anthony Hopkins as guest commenters.

This year's concerts were recorded by the BBC for both radio and television; BBC2 will be putting out a shortened version on Boxing Day. And there are to be records and cassettes as well. That in itself is a measure of the disjunct school music has travelled in recent years.

The television cameras brought out the honours: "Hello Mum" and "Happy Birthday, Paul" and a forest of Union Jacks—the spin off perhaps of Jubilee Year. There were hallelujahs in the arena and paper darts sailing down from the gallery. A huge teddy bear occupied one box, the Russian ambassador another.

All of the music was received with rapt attention. As an audience their only failing from the music lover's point of view was a propensity to clap between movements—but then Yehudi Menuhin, guest soloist in the *Vivaci* concerto, does get a marvellous noise out of a flute.

The Schools Proms are in a fair way to becoming a national institution now, a symbol of the democratization and the exceptional quality of young people's music. It goes very far beyond select academies and children who have private music lessons on a Saturday morning. These are ordinary children from ordinary schools, often recently overheard in the dinner queue of a London secondary school, if there is deprivation, they wear it lightly.

Robin Maconie's review, page 62



Above: Russian folk dancers from the Ivusika Song and Dance Ensemble. Below: Holme Valley Guitars Ensemble from Hatfield, Yorkshire. Picture by Jon Ploger.

If, on the other hand, we are inclined to answer "no" by saying that the causes of economic performance are far more complex and subtle and that the primary cause is so-called history (and, in due course, curriculum itself).

All this is to assume that it would have been possible for Dr Scott to read the signs of the times accurately. Even as late as the 1920s, Von Mises's *Individualism* was a best-selling book. Prussian army was engaged in preparation for the invasion that would major industrial and establish British. Should we report for Britain. Should we have realised the significance of what was happening? Had he done so, he would not necessarily have concluded that the time to make Germany required. It is to make changes in the curriculum.

Thirty years later, Cambridge classical dons were still opposed to changes were demanded by busy who wanted to improve Germany's economic and industrial power. In other words, they changed the curriculum to do with the changes of the contemporary world. It is hard to try that with a belief that it is not the job of education to do work of industry.

How far have we advanced since then?

# Give inspectors power to shut schools, DES told

by Mark Jackson

A proposal that local inspectors and HMIs should have the power to close down schools was made to the Education Secretary this week by a group of industrialists. They say that the present arrangements for monitoring and control are "inadequate, weak, and discredited".

The proposal came from the Electrical and Electronic Manufacturers' Training and Education Board, which is made up of senior executives from Britain's major electrical engineering firms. In a 3,000-word canvass on the education Green Paper they say they are concerned that the quality of teaching and "coverage of nationally recognized requirements—a core curriculum" should be properly monitored by independent educationalists who have the power to act on their findings. The board points to the example of the Health and Safety Inspectorate, who in extreme circumstances can close down a factory.

Miss Vivian Marshall, the board's secretary, told *The TES* that the proposal had the unanimous backing of board members.

The board have set out their own formula for devising a core curriculum to meet a set of "educational purposes". Industry and parents should share in the establishment of any framework for the curriculum in local schools. The removal of unsuitable pupils could barely disappear, they say, if sufficient teachers have an understanding or experience of outside employment.

The group strongly support the idea of a "protected element" in the curriculum which should contain English, maths, science, and a modern language. But they cannot see how such a core can be maintained without a national system of standards and assessment.

# Falling standards: no evidence

The National Union of Teachers took a cautious view this week of the move to extend assessment and testing in schools.

In an editorial in *Secondary Education*, the journal published twice a year by the NUT, it says: "With little or no evidence, men and women in positions of authority in many walks of life have categorically stated that standards have fallen. In fact, the article goes on, the climate has changed in recent months with a Parliamentary Select Committee finding that educational standards are not falling."

The union claims that for many years it has urged to persuade the DES and local authorities that assessment and testing under the Hamilton House, Moleculer Place, London WC1.

In the school "is a vital pedagogic instrument in curriculum design and development."

It is critical of the measures suggested by those who feel there is insufficient accountability in the education system.

The article makes it clear that the NUT wants the classroom teacher in control of testing and assessment. Its growth under the "direction and control of the profession" could be an important aid to understanding children's learning processes. It is the teacher who should decide on the timing and character of tests and assessment, and the interpretation of the results.

*Secondary Education*, Vol 7 No 2, Price 50p post free from: NUT, Hamilton House, Moleculer Place, London WC1.

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February 24	The Hexagon, Reading
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March 14-17	Alfred Beck Centre, Hayes

For full details of performances please send a stamped addressed envelope to Suzanne Skupinski, The Molecule Club, Mermeld Theatre, Blackfriars, London, E.C.4.

# Taking the strain—and the blame

by Lily Hodges

More than 60 per cent of teachers in six schools in East Anglia felt under strain and 23 per cent needed a tonic, according to a survey by a college of education lecturer.

Nine out of 10 of them said they looked forward in the end of term. Many felt that school work dominated their lives excessively in term time.

But they did not attribute their difficulties to other people or to outside factors. Ninety per cent of the 105 teachers who replied to a questionnaire said they blamed themselves when things went wrong.

Mrs Josette Buxton, a lecturer at the former Saffron Walden College of Education, graded teachers according to the answers they gave. A score of eight meant the teacher was perfectly adjusted; increasing scores showed maladjustment or pressure.

Nobody scored zero, 16 teachers scored 25 or more and one scored 46—the highest score. Mrs Buxton found that men felt the strain more than women and teachers of older pupils were under more stress than teachers of younger pupils.

Teachers aged between 35 and 44 and those with 11 to 20 years' teaching experience were the worst affected.

The survey concluded, however, that most teachers enjoyed their work, felt they did a reasonable job, were sociable and easy to get on with, and though they were tired, they wanted to teach. Most of them said they had good appetites, felt alert, and did not have to take sleeping pills.

The school with the fewest strained teachers was an old one which was celebrating its centenary. Its buildings—in the middle of a town shopping centre and on the junction of two busy roads—were less attractive than any of the others.

# Work pledge may be broken

by Mark Jackson

A vital principle of the new Holland programme for jobless school leavers is threatened. The administration now being set up cannot ensure that every youngster entitled to a place will be offered one.

Both the Manpower Services Commission, who are running the 120th a year programme, and Mr Albert Booth, the Employment Secretary, have promised that no jobless leaver will wait more than a year for his chance.

But the divided responsibility in the administrative structure means that neither will have the power to decide which youngsters are offered the 230,000 places which are to be provided each year on training courses, work experience, and community service. Nor will the commission's teams, who are organising the programme, or bodies such as local authorities, who will run the individual projects, have the right to say who is to be admitted to them.

Recruitment will be entirely in the hands of the two official employment services—the Careers Service and the Employment Services Agency. They will decide which projects and courses are suitable for which youngsters—and which youngsters are suitable for the schemes.

While most careers officers will do all they can to get youngsters the opportunities they need, there have been complaints in the past that some staff in both the careers service and the Adult Employment Service have been unsympathetic towards individuals or apparently prejudiced in their attitudes towards some groups of youngsters.

The Holland programme will place a heavy burden on already over-stretched careers departments, and senior officers may not be able always to keep a close enough eye on how individual applicants are treated.

Mr Geoffrey Holland, originator and head of the programme, agreed at a press conference last week that a local office might decide not to put a youngster forward for anything. It could be deprived of his right to participate. "If that happens, it means we shall have failed."

Although there was nothing to prevent a youngster who failed to get an offer from one employment service from going to the other, there was no formal machinery of appeal if both failed to place him.

Mr Holland, who was clearly worried then, with several hundred local offices involved in this initial display of the flexibility and concern which the commission has always claimed it will bring to its task.

He agreed at once to a suggestion that he should undertake to intervene on behalf of any youngster who wrote to him after a year of waiting for a place.

"I have no power to tell the careers service what to do, but I shall direct our own staff to make sure that the youngster is found an opportunity," he promised.

While the advisers, who are the commission's Division 12 staff, have close informal links with teachers, Division 3, which deals with employment, has dealt with them only indirectly through the European Trade Union Confederation.

The problem is that there are no bodies existing to represent the unions. The European Teacher Trade Union Confederation and the World Confederation of Organizations of the Teaching Profession. The European confederation was set up in the hope that it would represent teachers to the European TUC which officially has the ear of the Commission and of the Council of Ministers.

The scope of Europe's biggest unions in holding the National Union of Teachers have refused to have anything to do with ETUC and instead have formed a community group in the world confederation.

And, perhaps because of this, the ETUC's general secretary is a leading member of the European TUC alongside Mr Jack Jones, who has farmed the world body.

The Education Committee of the Scottish Council, which the ETUC has just worked out of it, as executive member said this week that the decision was influenced by the way ETUC was run and added: "we have not been told by ETUC that it is possible for us to will make a difference in the matter."

In general, but not always, the decision between the two bodies reflects differences between countries in the member countries. The National Association of Schoolmasters and Union of Women Teachers is a keen supporter of ETUC which tends to attract those teachers which are concerned with broader professional issues.

The European TUC, which the commission's staff, hope that the two bodies will now realize the importance of finding some way of jointly putting their views.

Pressure on teacher training is being included in a spell in the World Confederation of Organizations of the Teaching Profession, although it is believed that those who train teachers should have this kind of experience.

The confederation's European conference says that any direct outside experience which could be provided during initial training would be too short to be useful.

It recommends however, that all teacher trainers, whether concerned with initial or in-service courses, should be given the opportunity, with initial or in-service courses, which should be given the opportunity to gain some experience in a real job.

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# Europe calls to teachers: 'Time you got together'

Europe's wrangling teacher unions are being urged to get together to bring more effectively to influence the educational policy of the Common Market.

The new education committee of the Council of Ministers is ready to discuss problems with teachers' unions. The committee, professional education advisers believe that some arrangements need to be made quickly so that teachers can strengthen the educational fund in their discussions about beginning with the employment commission on joint action over long and youth unemployment.

A seminar in Brussels will discuss "up to us" in the commission's view that there should be an agreement on an exchange of ideas and information with the teachers although it would not be a consultation.

While the advisers, who are the commission's Division 12 staff, have close informal links with teachers, Division 3, which deals with employment, has dealt with them only indirectly through the European Trade Union Confederation.

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# 'Give leavers worker status-and compulsory training'

Work experience for all pupils over 14 and compulsory training for all teenage workers are among controversial proposals to be put forward next week by an independent group of experts.

The group, which includes leading figures in training, education, and the youth movement, calls in *The 14-19 Manifesto* for a unification of the public bodies concerned with education and training. It wants the Department of Education and Science, the Manpower Services Commission and the Training Services Agency and the local educational authorities to be "brought together".

The manifesto says that young people should be appointed in local consortia representing educational, industry, and community interests, which would plan cooperation between schools and further education colleges, work experience arrangements, and part-time education for young workers on release.

It rejects any further extension of compulsory full-time schooling. It would be wrong, it says, to lengthen young people's dependence against their wishes. Instead, young people should be able to have the full status of workers, but be given compulsory off-the-job training.

This obligation should be legally binding on young people and employers, who would need to be subsidized. Education for young workers should not be limited to day release in a set college. It should take a variety of forms.

"It is regrettable," says the manifesto, "that after so much has been done in the so-called great debate, the education Green Paper should have said so little about work and life related education in schools."

It urges the educational institutions to define their objectives more specifically than at present. "The objectives suggested include preparing young people for industrial democracy."

All young people should be taught to understand a world in which continuous employment throughout life may no longer be the norm.

A critical element of the curriculum says the authors—who completed their draft before last week's TES published an advance summary of the HMI's report on political education—should be designed to give young people a high level of political literacy. This must not be confused with indoctrination, but with preparing them for their part in a democracy.

The manifesto says that development of the policy in education must involve co-operation between schools and colleges, changes would need to be made in the Burnham salary structure.

# School to work

Mr Hurton: "Plus ça change, plus ça change..."

Planning must begin now to help the jobless young emerging from the Holland programme for school leavers. The big city authorities were told this week.

Mr Peter Hurton, chairman of the education committee of the Association of Metropolitan Authorities, told a Tuesday regional meeting that there would be little time for them when, at the end of their six months' or a year in the programme, they looked for jobs just as another "entrenched bulge" of 16-year-olds were coming onto the labour market.

Training the Government to accept that unemployment was a long-term problem, Mr Hurton referred to suggestions from Mr Geoffrey Holland, the head of the new programme, that all 16 to 19-year-olds might have to be kept in full or part-time education to relieve adult unemployment.

"If the lid of unemployment is going to be forced upon us, the 1944 ideal of county colleges, then planning must begin now," he said.

"The local authorities are ready and willing to play their full part in helping young people. What is essential is for the Government to accept that education and training must be the joint responsibility of the Department of Education and Science and the Department of Employment."

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# Industry told: hands off universities and polys

The chairman of the Manpower Services Commission intervened in the debate on the role of higher education this week when he warned industry not to pressurize the universities and the polytechnics.

Delivering the first Mason Memorial Lecture at Birmingham University on Tuesday, Mr Richard O'Brien, challenged the view that the universities and polytechnics should teach only what was "useful".

Economic pressures might compel us to move further in the direction of utilitarianism, and it was certainly necessary for higher education to respond "in some degree" to the labour market needs of society and to produce the professional qualifications needed by industry, he said. But precise manpower forecasting was not possible because of "end times in education and training and the fact that the

market for graduates was both national and international. Many graduates ended up happily in jobs not related to their qualifications, and many branched out into other areas after a short time in work.

Mr O'Brien added: "Quality of mind is as important in industry as elsewhere, and industry can and does get real value from graduates with a high level of academic discipline. It is certainly true, I think, that as a country we have accorded less importance and value to work in industry and commerce than most countries with whom we compete, and that this is reflected among other things in education. A balance must be struck between the competing interests of academic considerations, the needs of industry as far as they can be discerned, and industrial preferences.

"We need to recognize this more openly than sometimes we have done in the past. A sterile debate in which the interests involved defend imaginary frontiers is not what is required. We should all acknowledge that compromise is in it as a case of second best. It is the only sensible way of proceeding.

"Planning is needed but also freedom of choice, and a compromise inevitably implies that imbalances will occur in the real world. Some individuals will have to recognize that the courses they would follow for preference may not get them the jobs they want or hope for. Employers should not always expect to find graduates with appropriate qualifications ready-made to fill the need to pay more attention to developing induction and training programmes which will fit graduates to assume responsibilities in much the same way as at an early stage in their careers."

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"We need to recognize this more openly than sometimes we have done in the past. A sterile debate in which the interests involved defend imaginary frontiers is not what is required. We should all acknowledge that compromise is in it as a case of second best. It is the only sensible way of proceeding.

"Planning is needed but also freedom of choice, and a compromise inevitably implies that imbalances will occur in the real world. Some individuals will have to recognize that the courses they would follow for preference may not get them the jobs they want or hope for. Employers should not always expect to find graduates with appropriate qualifications ready-made to fill the need to pay more attention to developing induction and training programmes which will fit graduates to assume responsibilities in much the same way as at an early stage in their careers."

Mr O'Brien added: "Quality of mind is as important in industry as elsewhere, and industry can and does get real value from graduates with a high level of academic discipline. It is certainly true, I think, that as a country we have accorded less importance and value to work in industry and commerce than most countries with whom we compete, and that this is reflected among other things in education. A balance must be struck between the competing interests of academic considerations, the needs of industry as far as they can be discerned, and industrial preferences.

"We need to recognize this more openly than sometimes we have done in the past. A sterile debate in which the interests involved defend imaginary frontiers is not what is required. We should all acknowledge that compromise is in it as a case of second best. It is the only sensible way of proceeding.

# What every parent should know...

The kind of written information which parents should be given about their children's schools was outlined this week by the Department of Education and Science.

In a circular Mrs Shirley Williams, the Education Secretary, says it is just as important for schools to give parents basic information in writing as it is for them to have formal and informal contact through visits and open days.

Parents should be told what special subjects or equipment schools have, including their arrangements for careers advice, religious education and public exams.

They should be given details of teaching methods and organization,

and the schools should specify how they teach children of different abilities. They should also explain their homework policy.

The circular, which is being sent to all local authorities, says parents should also be told about:

- 1 School uniform—if needed and how much it costs; if not, what kind of clothes can be worn.
- 2 If there is a parent-teacher organization, with the name and address of its secretary.
- 3 Arrangements for free school meals, free PE kit, school clothing grants, educational maintenance allowances and discretionary awards.

- 4 Pastoral care and discipline, including school rules.
- 5 School visits and the times when teachers can be seen.
- 6 The basis on which places are allocated and transfer arrangements.

Mrs Williams says these details can be put onto a simple duplicate and printed form and should not cost too much.

It is particularly important that newcomers to Britain be kept informed about their children's schools, if necessary in other languages.

Information for Parents, Circular 15/77, Department of Education and Science.

## ... what some don't know ...

Attachment arises any finer than free choice according to the Society of Education Officers. Underprivileged children can be "brushed aside" by parents who understand the system and know how to use it.

Mrs Williams they told Mrs Williams in their comments on the consultative document on parental choice, recognized its "intrinsic value" and a large number offered a high degree of choice.

But the system had dangers. It allowed a small number of parents to hold their real wishes behind single sex or denominational reasons, when it became difficult, if not impossible, to challenge them.

"What concerns us most, however, is the question of who looks

after the interests of the children whose parents don't know or care. Are we to accept that their needs will be brushed aside by the wishes of parents who understand and can use the system?

"We prefer a system based on catchment areas determined in advance by the L.A. which guarantees a place to a child in a particular school while offering alternatives if places exist at other schools."

One of the advantages was the protection it gave in children of parents who were unable or unwilling to take part in a system of choice. "At least it would ensure that the choice was not determined by parents who were able to use the system."

## ... what they want to know

Parents want more say in deciding what schools their children go to, according to a survey carried out recently by the Greater London area Conservative Party. The curriculum worries them most.

Seventy-nine per cent of 500 parents questioned in the shopping centres of Acton, Crayford, Ilford, Kensington and Tottenham were satisfied with their children's schools. But 89 per cent wanted to be able to choose for themselves; 86 per cent wanted schools to issue prospectuses.

Thirty-nine per cent said they would base their choice on the curriculum offered. Only 21 per cent would base it on entry results, 18 per cent on the quality of the staff and 11 per cent on the school's local reputation.

Location was the most important factor for only 6 per cent.



TOP OF THE FORM: East Marton Church of England Primary School, Keighley, Bradford, won this year's School Design Award given by Education. Of 66 entries, Stanton-hury Campus, Milton Keynes, Buckinghamshire, was a close runner up, and Home Field School for the Severely Subnormal, Hertfordshire, and Silford School, Essex, were "last mentioned". The judge said that primary schools past the bulk of the entry and they were away from completely plan.

# Truancy: report shifts blame from home life to faulty school system

Schools may often be themselves to blame for truancy, says a report of research published this week by the University of Swansea. It argues a "thorough investigation" into how schools operate.

Too often in the past, it says, researchers have sought to explain pupil problems such as truancy by way of the pupils' home and neighbourhood. Rarely has there been any discussion or examination of the schools, their nature, their process and their operation.

"Much educational research of recent years tells us only what we know to be the case—namely that certain children from 'disadvantaged' homes are at higher risk of being truant. The type of school regime that may exacerbate, or help, the process is rarely discussed because it is a question that is never explored."

When confronted with problems like truancy or so called "behavioural disorders", the automatic tendency has been in appoint more educational psychologists, employ more advisers and introduce more school-based social workers.

"A veritable army of members of the 'helping' professions now

exists to 'help'—or rather force—the child to adjust to the reality of his school existence, irrespective of whether the reality is worth adjusting to."

A thorough investigation might reveal that blame for a pupil's rebellion lay squarely with the school. "If the reason does lie there, then perhaps we might in sack changes in some of our truants' schools."

An attempt was now being made to understand why certain children absented themselves—"an attempt based upon an analysis of the teachers' own beliefs as to what constitutes 'educable' or 'ineducable' children."

"It is this whole neglected area of school life—the sociology of school—that needs further development if we are to advance our knowledge of the process whereby adolescent problems in school are socially formed."

"It is, perhaps, time that more educational researchers brought schools back into the work."

*Absenteeism in South Wales, studies of pupils, their homes and their secondary schools.* Edited by H. C. M. Carroll, University College at Swansea faculty of education.

# Students urged to lift Jewish ban

Student union, which have put a ban on Jewish societies should think again Mr Gordon Oakes, Education Minister, said last week. He appealed to them to put right the mistake committed by a tiny percentage of their members.

Mr Oakes was replying to a Commons adjournment debate in which Mr Eric Moonman (Bristol), Labour, and Mr Anthony Steen (Liverpool, Warwick, Conservative), bitterly attacked racial prejudice on the university campus. Both MPs are members of the Commons Select Committee on Race Relations.

Mr Oakes said he wanted students themselves to put this matter right in their national body, the NUS, and in their individual student unions. He was pleased that the NUS executive had decided to seek powers at the forthcoming NUS conference in

Blackpool to use sanctions, including suspension if necessary, against affiliated student unions which denied democratic rights to Jewish students. It was right the union should also be held in such matters, only merit could result for student societies in general if they became involved in legal processes.

The Minister declared any attempt to deny freedom of speech or freedom of association. "We cannot tolerate attempts by particular groups of students to deprive other groups of democratic freedoms simply because they do not happen to agree with the views of the others."

Mr Moonman complained that students were being intimidated, abused and prevented from forming societies as members of the Jewish faith. He feared the tactics of extremists were likely to extend the

campaign to isolate "the blacks and the Irish as well".

He said Jewish sixth-formers were now being deterred from applying to join those colleges which were known to be conducting campaigns in "ban Jewish societies. He had spoken to undergraduates at Salford and York who said they found it almost impossible to continue their studies due to the abuse and the pressures of the sustained campaign directed against them simply because they were of the Jewish faith.

Mr Steen described the banning of Jewish societies as sinister and deeply disturbing, but he said that the majority of students were moving in a position to try to quell the anti-Semitic move. The prejudice came, he said, from militant minorities, the trouble-makers. The minorities were maintaining the status quo.

# Advisers get advice on cutting desk work

An education chief got a shock when he found that his team of educational advisers spent less than a day and a half in a five-day week in schools and colleges. The rest of their time was spent at meetings or doing routine paper work.

Now advisers in Manchester's education department are busy checking their diaries to see how it all came about.

Mr Dudley Fiske, the chief education officer, decided one Friday to collect the diary engagements for

that week of his advisers. After asking allowances, Mr Fiske and his team were shaken to find 10 per cent of the advisers' week was apparently spent attending committees, governors' meetings, working parties, officers meetings or routine desk and paper work.

Only 25 per cent of the time was actually spent inside colleges and schools. He is trying to find out why.

It is it so because this is how local authority advisers wish to

spend their time? Or is it because other pressures, including the activities of administrative colleagues, have imposed that pattern on advisers? he asks in the weekly journal *Education*.

In an article sympathetic to "beastly" advisers up and down the country, he suggests that because of contradictory advice given in recent professional and Government-backed utterances the time may have come for a national reappraisal of their role.

# The bad old good old days

What was it really like in the old days, when people followed their instincts and the natural pursuits of rural life, undistracted by what we know, to our cost, to be the stress of our artificial life?

This, of course, is an old question, often asked rhetorically. It has been answered tentatively and vividly by a group of anthropologists from universities in the Americas in Middle West who have excavated 1,377 human skeletons from the Great Black Swamp in Northwest Illinois. Their account (*in Science*, October 21, 1977) of pastoral life in North America 1,000 years ago should deter at least some of those among us who are always urging an early "return to nature."

An ancient human site on this one of a place called Libben is comparatively recent. Five mummies later while men were busy hunting in this river valley, which runs into Lake Erie. The occupants of the site were, of course, North American Indians probably Algonquin groups. They are buried in the Libben site continuously for 200 or 300 years, no doubt for use the region appears to have been well supplied with game. It is only reasonable to infer that they were a good deal more fortunate than the other largely nomadic continent.

Thus, on the evidence now available, is not saying much. The site is technically important because the burials were sufficient (and sufficiently well preserved by the swamp) to suggest that the skeletons are representative of a primitive population. Indeed, 38 of the skeletons recovered are those of children whose pre-natal influences had helped giving birth. And children predominate among the independent skeletons from the site—more than nine-tenths are the skeletons of children less than 12 months old.

The chance that a newborn child of Libben would survive to the age of 15 is, according to the statistics, just over half (see page 15). Life expectancy at birth works out at 20 years; those who managed to survive in 15 could expect another 19 years of life.

These figures compare quite well with the vital statistics of aboriginal populations still alive—the Kalahari bushmen for example. Infant mortality, high though it may have been 1,000 years ago in Ohio, was less than the modern rate of infant mortality among aboriginals. The most likely (but not the only) explanation is that infant mortality is more frequent among modern aboriginal populations because they are exposed to infectious to which their culture has not acquired immunity.

Another striking feature of the data from the Libben site is the differential death rate among men and women. Up to age 30, the men and women seem to have been

Science diary  
by  
John Maddox

equally at risk; but thereafter women seem to have lived, on average, for 10 years more than men. Although this is one of the most conspicuous features in modern populations, in primitive populations women usually outlive men because of hazards of childbirth. The fact is that at Libben men tended to die by other means, a fact formed in the face number of the skulls, and the evidence of a ritual murder among the skeletons.

What all this implies, of course, is that primitive life even 1,000 years ago and in relatively temperate climates was not very different from what it was today in high mountains or the arctic tundra of the Kalahari Desert and America.

One of the most marked features of the data on the life of these primitive communities is the high infant mortality rate, not only among infants but those nearing puberty as well. Such circumstances hardly help to hold to the myth of idyllic life of aboriginals.

At the time of the occupation of the Libben site, the climate of North America was much as it is present, although the sea level was lower. Free was a factor which would have been much affected by the ice that had lain over in the glacial periods of the Pleistocene million years ago. The ice melted roughly 10,000 years ago and the land around the Great Lakes has since been rising, largely by the drainage pattern of the present. In short, the Great Lakes basin in which the Libben site is located was a kind of refuge of the Ice Age.

Unfortunately, the chronology of the Ice Age is complete an absolute question. The geologists' problem is that in the past two million years there have been several successive waves of glaciation that have covered the northern hemisphere and that the recent glacial traces of earlier glacial advances are hard to trace. As a result, it is hard to establish the chronology of the glacial periods, to say precisely, for example, to tell precisely when earlier glaciations took place.

This has been driven home again in their attempt to reconstruct the chronology of the glacial periods, as oxygen of such elements as oxygen and carbon are incorporated into materials in which different isotopes characteristic of the solar

# old days

as a whole and which are determined by the temperature of the environment in which the living things concerned were formed.

Briefly, for an element such as oxygen, the ratio of the isotope oxygen-18 to that of the predominant isotope oxygen-16 is greater in living things growing in colder environments. So it is possible, by measuring the ratios of oxygen-18 and oxygen-16 in organic material in deep-sea sediments, to estimate the temperature of the ocean in which the plankton constituting these sediments were grown.

This technique is now quite well established, and it has been used by Dr N. J. Shackleton, from the University of Cambridge, and Dr N. D. Opdyke, of the Lamont-Doherty Geological Observatory at Columbia University, New York, to reconstruct the geology of the past 2,500,000 years. Their research is described in the current issue of *Nature* (November 17), has been made possible by the ease with which oceanographers can now recover long cylindrical cores of deep-sea sediment from quite deep oceans (in this case the Equatorial Pacific) and by the use of the known chronology of the reversal of the earth's magnetic field to provide a magnetic clock.

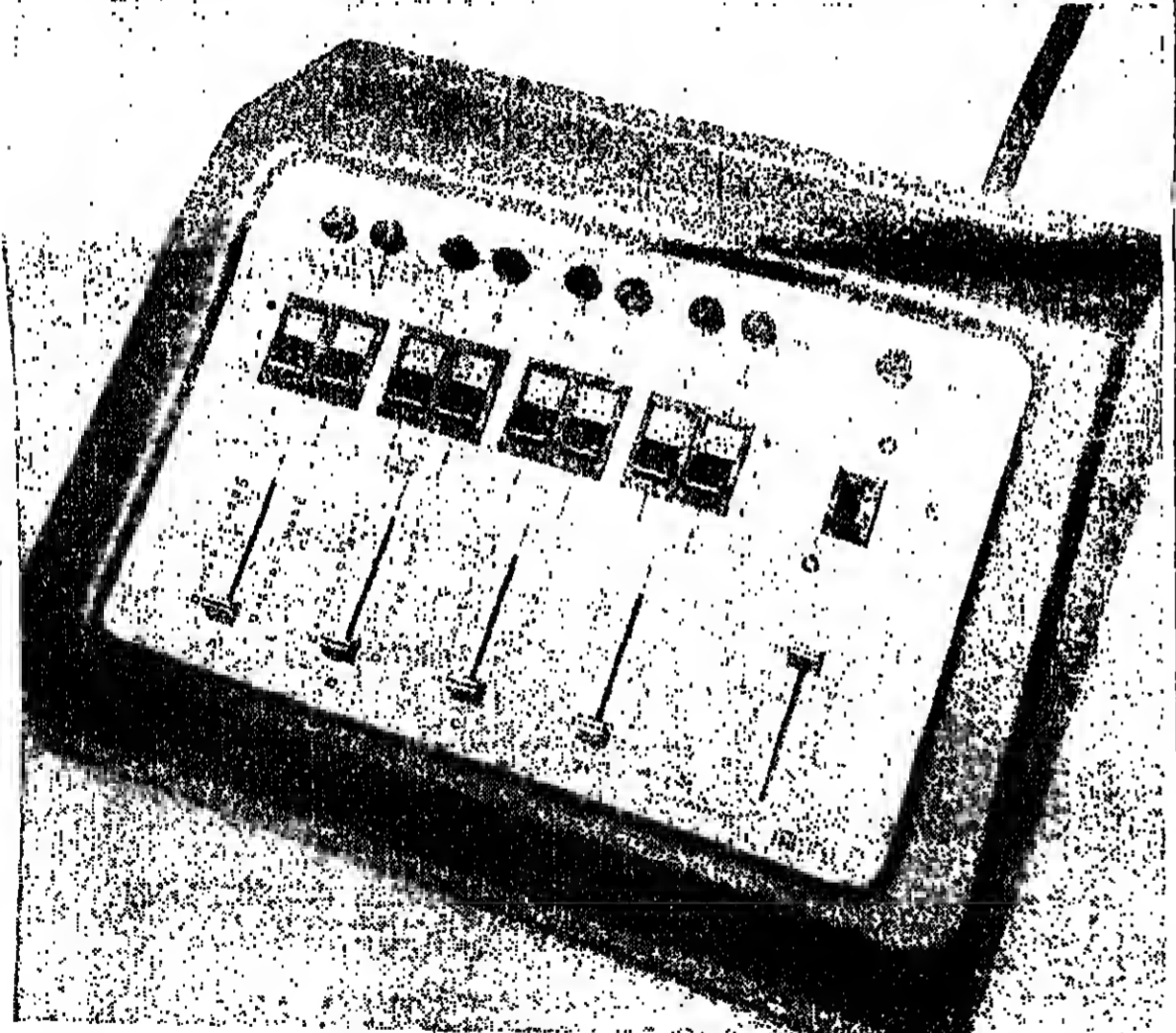
The core with which Shackleton and Opdyke have worked is no less than 21 metres long and spans well over three million years. It thus extends further back than the home of the Pleistocene period, the geological interval supposed to span at least four major glaciations of the surface of the Earth. The core is thus one of the most effective means so far available of telling how the great Ice Age began.

The results are striking and significant. The earliest part of the core of sediments has a ratio of oxygen-18 to oxygen-16 virtually indistinguishable from that of living plankton in the world's present oceans, from which it is inferred that until about 3.2 million years ago the climate was much the same as at present.

Then, however, it appears that the oceans began to cool quite dramatically, and the isotopic record shows that for more than a million years, from 3.2 million years ago until 1.8 million years ago, the oceans were cooling steadily.

The first major glaciations of the earth in recent geological history may have occurred as early as 2.5 million years ago, much earlier than the conventional beginning of the Pleistocene period which is considered by geologists to have started 1.8 million years ago.

It is natural that the onset of the great Ice Age should have been a gradual process. But the new view that we are now in an interval between glaciations rather than at a time when we can say with confidence that the great Ice Age is behind us.



# The Micro 8. Another bright idea from Rank Strand.

The Rank Strand Micro 8 is a self-contained lighting control which offers professional lighting versatility at a convenient size and a reasonable price.

The 8 control channels can each handle up to 1000 watt of 220/240v tungsten lamp load, connected through 5 amp 3-pin shuttered sockets. Each channel has a three-position switch to select 'channel off', 'channel through dimmer', or 'channel full-on'.

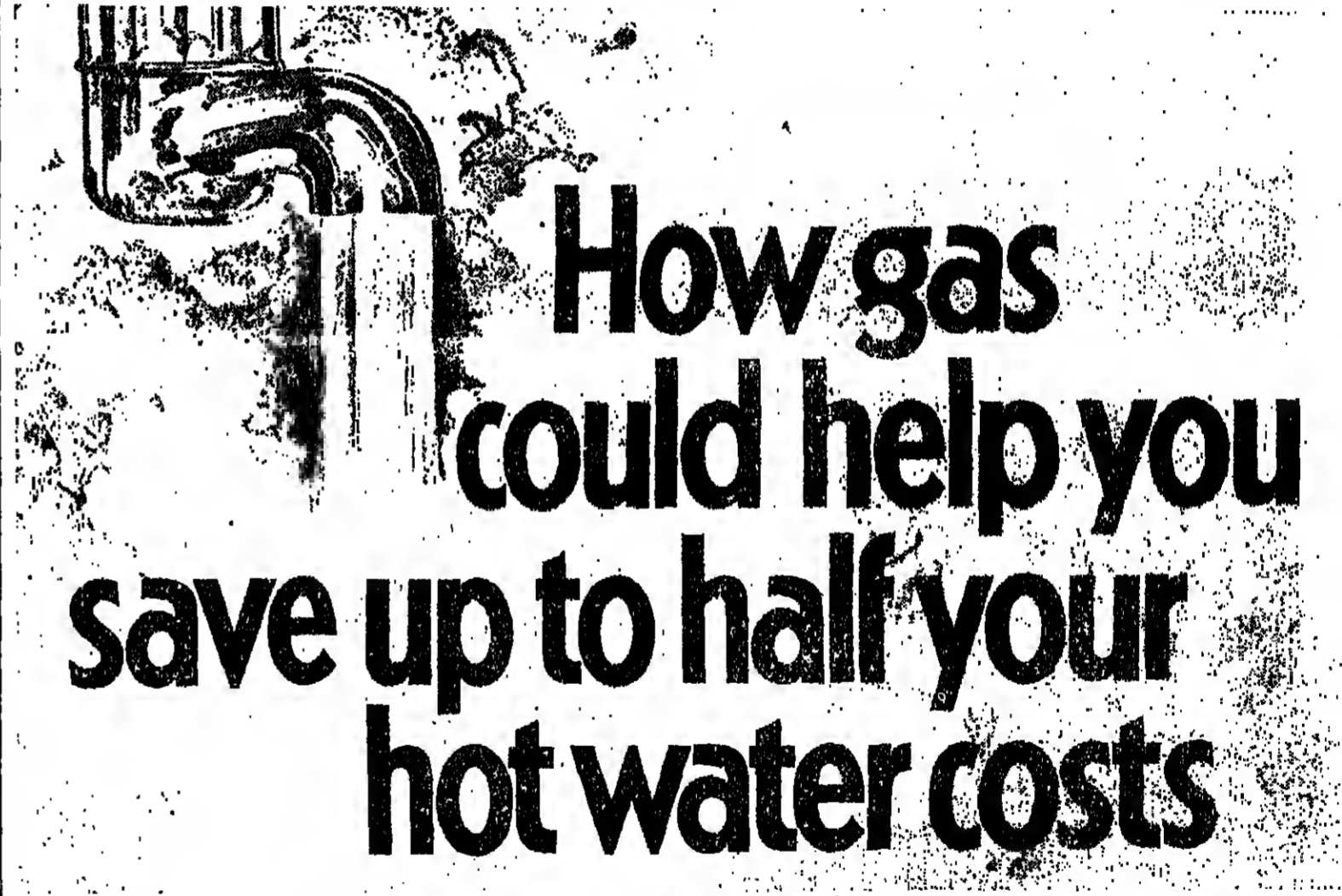
Four Triac dimmers, operated by fingertip fader levers are linked to adjacent pairs of channels, and there's a master fader to control the total light output.

And at £205 (plus VAT), the Micro 8 gives you a big light show for a small outlay.

If you'd like more information about the Micro 8, or how Rank Strand lighting can brighten up your life, write to:

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Rank Strand Electric, P.O. Box 70, Great West Road, Brentford, Middlesex TW9 9HR. Tel: 01-568 9222. A division of Rank Audio Visual Ltd.



# How gas could help you save up to half your hot water costs

Turning to gas for all your hot water could cut your costs to less than 3p per gallon. And that could be half what hot water is costing you now.

Your water heating costs are probably a hidden part of your total fuel bill. But that doesn't mean that you can afford to ignore them. In some businesses a saving on hot water could make a significant difference to profit.

To find out just how much money you could save by changing to gas for your water heating, simply complete and return the coupon below, or phone the Commercial Sales Dept. of your British Gas Region (the number is in your phone book). One of our representatives will call and assess your water heating needs, work out running costs, and advise you on equipment and installation. And there's a special bonus discount on commercial gas storage water heaters if you order before 31st Dec. '77.

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Order a new commercial gas storage water heater from British Gas before 31st December 1977 and you can save from £15 to £50 on the usual British Gas Region selling price dependent on size and subject to installation requirements.

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To: British Gas, Commercial Gas Centre, Tottenham Court Road, London WC1B 1LN.

Please let me have details of discount prices and how I may be able to save money on water heating.

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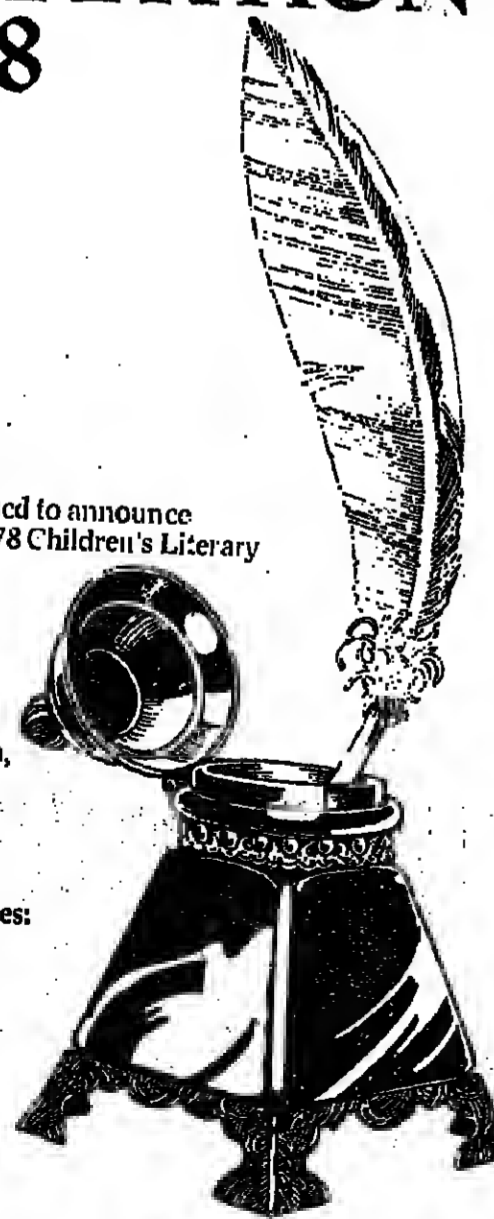
# Getting a new angle on geometry in industry

by Bob Doe

Teachers and industrialists have come together to teach pupils and college students how maths are used in industry and commerce. The Working Mathematics Group, an independent group of 50 teachers and industrial and commercial mathematicians, are writing 20 self-instructional teaching units on such things as the geometry of forces in an airframe, the calculation of interest on a mortgage or the probabilities involved in life insurance. Each unit is written jointly by a teacher and an expert from the industry. Several have been produced already. They come complete with videotapes, which give an insight into the industrial context and enable the mathematical concepts to be illustrated by miniature sequences, before the student turns to the written text. Mr Michael Gould, the group's coordinator, said the aim was to make use of the interest in maths that could be generated by an insight into commerce and industry and to give students an understanding of industrial activities. Topics were chosen from maths courses which had special value at work. The materials are not intended for any rigidly defined group of

students or any special maths course. They could be suitable for the "new sixth former", for a level mathematician, or for seniors in colleges of education or even in industry itself. The group have in mind the needs particularly of pupils or students between the ages of 15 and 20 with an interest in careers in industry or commerce. The group is not trying to provide a complete course in applicable mathematics. Mr Gould said. They were merely trying to help to fill the gap between school maths and work with some slim packages that could be incorporated into a variety of existing courses or training programmes. The Working Mathematics Group grew as an offshoot of the Continuing Mathematics Project sponsored by the Schools Council. But to produce their 20 units they have had to go it alone with donations from commercial supporters. These include insurance, and computer firms, the chemical industry and building societies. There are 28 teacher members of the group, though they are not all mathematicians. Some teach economics or business studies.

# WHSMITH CHILDREN'S LITERARY COMPETITION 1978



W.H.Smith are pleased to announce the launch of the 1978 Children's Literary Competition.

Please address requests for leaflets to:

The Children's Literary Competition, W.H.Smith (BMD), Strand House, 10 New Fetter Lane, London EC4A 1AD.

Closing date for entries: 25th February 1978.

WHSMITH

# It is time to expand in-service training, says a DES publication. Bert Lodge reports on...

## A path to staff-room promotion

If there is an idea whose time has come, it is in-service training. Central government funds no money for it and therefore any local government that differs in its teacher associations are sceptical in their assistance on it, and a few heroes of innovation have here and there put up and yielded it on a scale the profession has never seen before. The Department of Education and Science debates almost the whole of the autumn issue of its publication, *Trends in Education*, in in-service training.

In its early pages, Mrs Pantino Perry, a staff inspector, recalls why the time is right for in-service education. The long period of change, growth, innovation and over-activity teachers are still in the first half of their careers likely to stay in the same school for longer than before and probably without a major career change. With the number of newcomers from initial training greatly reduced and much less moving about in jobs, the profession has got to refresh itself.

A factor Mrs Perry does not enlarge upon is the importance of in-service training for the many teachers faced with no "major career change" but ambitious enough to wish there were going to be. If promotion is not to be through changing schools any more, it can only be had by catching the selectors' eye in your own staff-room. The self-prover, whether the merely certificated or one with a PhD or the already grand old one who takes the trouble to go to a first degree, is going to be noticed.

## A lighter load

A lighter teaching load meant to a teacher-tutor for a local college of advanced teachers' centres have been fairly uncontroversial decisions for setting in the beginning. The Ray Bolam, national education officer, sponsored schemes in their own right points out in *Trends*, what has emerged as a critical issue is the criteria by which teachers should engage in a practice, systematically observing probationers' lessons, or pupils in a pastoral background, if they are to be trained, who is to train them, and in what.

This raises the question of the lesson as a whole has always been to far until very recently. How professional is it to observe another teacher teaching—or to observe it?

The reluctance and many teachers are saying probationers are confessed to it is going to be a go. Increased competition for jobs increased critical interest from the public, which the Taylor review intended to foster, the economic situation already branded that some teachers should be set additional training will come sharpening up in performance every teacher.

The in-service course at Liverpool uses a video-tape of a probationer at work followed by the discussion. The teacher-tutor has with 12 observers. This is then done by a group of teacher-tutors who critique not merely the performance of the probationer but also their own colleagues. This kind of in-service training teachers are going to have to accept. *Trends in Education*, 1977 and issue HMSO 50p.

## Shift in emphasis

Nothing wrong with a concern for self-advancement, but many teachers anxious for new courses would insist with total sincerity that it was not a Scale 3 they had in mind but some help and an increase of self-confidence in how to cope with a change in curriculum or needs.

Mrs Perry rightly points out that what is not wanted is the "filling in of holes" or "topping up" a teacher's needs. The alternative is a training which is permanent there but dynamically self-renewing, accessible in every teacher and in which participation is an accepted part of a teacher's work.

The very prescription is already moving away from the purely concept of in-service training, which was rather that of an industrialist's substantial spent at an institution similar to the one where the teacher had initially trained. For all its vision, the DES report tend to reinforce this concept with its recommendation of a term

## People

Mr Derek Sowell, Nottinghamshire County Council deputy director of education, has been named director of education for Durham County Council.

**Schools**  
Miss Gladys Bland, head of history and senior mistress, Malvern Girls College, Malvern, Worcestershire, is to be head of Stamford High School, Lincolnshire.

Mr Ralph Spector, deputy head of New End Primary School, Hampstead, London, is to be head of Robert Blair Primary School, Holloway, London.

Mr John Bogsley, senior history master and head of political studies at St Mary's College, Lancashire, is to be headmaster of Silcoates School, Wrenthorpe, Wakefield.

Mr John Davey, senior assistant master and housemaster of the six-form house at Ropedown School, Brandon's School, Clevedon, Avon.

Mr K. R. Dunning, deputy head at Loosands School, St Neots, Cambridgeshire, is to be warden of Inghamton Village College, Cambridgeshire.

Mr J. R. Hirst, deputy head, Gilthwales First School, Huddersfield, is to be head of Basingham County Primary School, Lincolnshire.

Mrs M. B. Robinson, deputy head of Corby County Primary School, Lincolnshire, is to be the head.

# SPECIAL ANNOUNCEMENTS

THE NUFFIELD FOUNDATION  
SMALL GRANTS FOR INNOVATIONS IN SCHOOL MATHEMATICS TEACHING

Applications are invited for grants to support innovations in mathematics teaching in primary and secondary schools.

The grants are intended to support promising developments in mathematically teaching which cannot be provided for from the normal school budget, to support schemes for the continued development of promising innovations, and to enable groups of teachers to work out and encourage themselves ways of enhancing their own competence as teachers of mathematics.

Particular attention will be paid to the originality of proposals. It is not intended that the grants should be used to support normal teaching costs.

There are no application forms. Applications should include a title and brief summary of the proposed project; a description of the work to be carried out, including a brief description of the background of the school at which the applicant teaches; and a budget estimate. Grants will be awarded by a statement from the headteacher indicating that he or she supports the proposal and is willing to administer the award.

Applications should be sent to: The Director, The Nuffield Foundation, Nuffield Lodge, Regent's Park, London NW1 4RS, and should arrive no later than January 20th, 1978.

## In brief



## Multi-racial menu

A multi-racial meal (above) was prepared by pupils, parents and staff from John Evelyn School in Lewisham, South London at a special open evening. Visitors were able to taste dishes ranging from Danish sweet dumplings to shish kebabs.

## Toys needed

The Invalid Children's Aid Association needs children's toys and books in good condition and also good-quality items to raise funds for its work with sick and handicapped children. Any suitable items should be sent to Shirley Augustus, ICAA, 125, Buckingham Palace Road, London, SW1W 9SB.

## Carvers contest

Children in Hampshire will be able to take part in a woodcarving contest next year. The contest, held in memory of New Forest wildlife wood sculptor Ron Lane, will take place in the spring of 1978 and the winner will receive a set of woodcarving tools. The winner's school will hold the competition trophy for one year. Details from Mrs Eleanor Lane, 2, Waterman's Lane, Dilhden Parliam, Southampton (please enclose s.a.c.).

## New girls

Kingston Grammar School, Kingston upon Thames, will admit girls into the sixth-form in September, 1978, if the governors have decided. Girls will be admitted into the rest of the school in September, 1979.

## History inquiry

Lord Blake, Provost of The Queen's College, Oxford University, is chairman of an inquiry into local history. The inquiry will assess the pattern of interest, activity and study in the field in England and Wales, and make recommendations for meeting any needs revealed by amateur and professional local historians. Individuals and groups are asked to contact the committee. For guidelines on submissions write to Miss Sheila Miller, Committee to Revitalize Local History, 26 Bedford Square, London.

## Ash campaign

Action on Smoking and Health (ASH) is carrying out an exciting campaign to try to stop the sale of cigarettes to children. Under the Act it is illegal to sell cigarettes to young people apparently under the age of 16. A survey carried out in 1975 showed that 85 per cent of tobaccoists surveyed broke the law.

## Career compendium

The eighth annual edition of the careers compendium *British Qualifications* is now available, price £10 from bookshops or £10.80 from the publishers, SCOTIA PAGE. It covers the nearly 200 career fields and lists available for each the various qualifications.

# Language staff hit back at critics

Her Majesty's Inspectors' suggestion that comprehensive schools are worse at teaching modern languages than selective schools was attacked last week by the British Association for Language Teaching. The Association has produced figures suggesting that in fact the comprehensive system is better.

The Association complains in a report by their Yorkshire Branch that the HMIs' figures in their recent report *Modern Languages in Comprehensive Schools* that comprehensives were performing worse than the grammar schools in this field.

But a survey the BALT has just completed in Yorkshire and Northumbria shows that more children are studying a five-year language course under the comprehensive system than under the selective system. It also found that more children were studying a second language or a language other than French in the comprehensive system.

The HMIs complained that modern languages in comprehensives had become "an option only taken by a minority" and that only a "small" number of pupils were able to go on to take a second language. The BALT survey found that while most pupils in grammar schools (91 per cent) continued with a language to the end of the fifth form, only around 17 per cent of

the pupils in secondary moderns did so. On the assumption that only a quarter of any age group went to grammar schools, BALT says that only 36 per cent of the pupils in the selective system continued with a language to the age of 16, compared with 37 per cent doing so in the fifth form of 11 to 13 comprehensives and 40 per cent in 13 to 18 comprehensives.

Similarly, though 22 per cent of grammar school pupils were learning two or more languages in the fifth form, more were doing so in secondary moderns, which averaged out to 5.6 per cent of the age group in selective schools. This compared with 7.2 per cent of the pupils in 13 to 18 and 6.9 per cent of those in 11 to 13 comprehensives.

BALT says that between twice and three times as many pupils have a chance to study languages under the comprehensive as under the selective system, with a larger proportion continuing into the fifth form. "It is simply not true that fewer pupils are studying one or more languages in fifth forms than before reorganisation."

A much less successful picture is found in the 11 to 16 comprehensives, however. Though they are not quite as bad as the secondary schools (91 per cent still studying languages in the fifth year is less than the 36 per cent of the age group doing so in the selective

system. The BALT report on the survey says: "There is very little point in rationalising sixth-form provision by closing sixth-form colleges if the result is 11 to 16 schools that can provide a sound base for sixth form studies."

The Association agrees with the HMIs' complaint about "haphazard and infinitely varied provision for language learning." Children found themselves with markedly different opportunities for language learning simply because of the whims of head-teachers.

In their survey BALT found nine different kinds of comprehensives, and even within the same types there were different language policies. In some all learnt a language from the first year. In others only have a chance to study languages under the comprehensive as under the selective system, with a larger proportion continuing into the fifth form. "It is simply not true that fewer pupils are studying one or more languages in fifth forms than before reorganisation."

As the majority did not spend more than three years on a language it was illogical to persist with five year O-level or CSE courses for all, the report says. The survey was carried out by the British Association for Language Teaching, from the Central Language Laboratory, University of Leeds, 75p.

Bob Doe

# Induction scheme may be axed

The future of the Liverpool induction scheme for probationary teachers is in doubt despite a recommendation from the city's schools sub-committee that it should be kept going.

Liverpool was chosen for one of the two Government-sponsored pilot projects which ran from 1974 to 1977. The Government agreed to support the schemes for a further year so that they could provide training materials for other areas ready to embark on induction schemes.

Mr Kenneth Anteliff, director of education, said that though £50,000 would probably cover the cost of the scheme next year, whether it continued depended on our battles over the budget. The question now over the scheme's future comes, ironically, just before the Government's Advisory Committee on the Supply and Training of Teachers is likely to recommend the adoption of a national induction scheme within the next few years. The number of probationers Liverpool will take on next year will also be dramatically less than in 1974. In that year 778 probationers took part in the scheme. Last year the figure had dropped to 191.

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# COURSES

# Sport DES attitude to PE 'appalling'

by Stanley Levenson

The lack of interest shown by the Department of Education and Science in physical education and PE teachers was harshly criticized this week when the Central Council of Physical Recreation launched a 14-point campaign in youth and sport under the slogan "Action Now".

The campaign follows a special CCPR study into the causes of the mass drop out from sport. The council estimates that only 60,000 of this year's 650,000 school leavers will regularly take part in sport.

Mr Peter Lawson, its general secretary, was particularly scathing about the Government and the DES when introducing a booklet, *Sport and Young People*, produced to help the campaign.

He was appalled, he said, by the attitude of the DES, by the closure of specialist PE colleges and by the reduction of trained PE teachers when, in fact, more were needed.

Physical education, one of the two

compulsory subjects, was, he said, ignored in Mrs Williams' Green Paper and there had been no response to a request for her for a policy statement on the role of PE in schools.

A meeting between a delegation from the Central Council of Physical Recreation and Miss Margaret Jackson, the Under Secretary, had been just as fruitless. Indeed, she had asked the delegation what connection there was between the DES and sport.

The 14-point programme says that despite the "scandalous" contribution made by many PE teachers, not much attention is devoted to the "stars" at the expense of the mass of the pupils.

All publicly-owned facilities must be made available to young people as a matter of course. Any reasons for not doing so must be publicly stated.

The CCPR also suggests that schools should appoint community liaison officers to link with the "outside" world.

Mr Lawson, speaking with some heat, called on local authorities to subordinate their services for non-sport to the use of facilities, "particularly offering for the many unemployed young", asked for facilities for local sports clubs and for youth sport.

The CCPR programme asked for action by central government, local, county, and trade union, sports, parents, the media, political parties, employers and trade unions.

As an indication of how seriously it is taking the matter, the council on Monday opened a 24-hour "action line" (01-584 662) to give young people advice and assistance—this although it has little money.

Mr Lawson wants every town to provide a similar service. He and his colleagues, clearly fed up with inactivity and bureaucracy are just as clearly determined to do something about it.

Cumbria Education Committee

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19th April-4th July, 1978

The Department of Education and Science has approved this course which is designed for qualified teachers who wish to work with children in Nursery School classes or units. It will comprise:

- (1) A study of the growth and development of children from 2-6 years of age
- (2) A consideration of children with special needs
- (3) Provision and practice in nursery teaching
- (4) An examination of the role of the teacher of young children.

There are good opportunities for observation and participation in the College Nursery School and other local schools. Tutorial help will be given through discussion seminars and assignments in a chosen area of study.

Details of the course and terms of application can be obtained from: The Registrar, The College of Ripon and York St. John, Cold Bayard's Walk, York YO3 7EX.

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    - (4) Fencing for Beginners
    - (5) Dance in Schools
  - July 28-August 5: Painting and Drawing
  - July 31-August 4: Teachers of 'English as a Foreign' Language.

Directors: H G Treco BA FCA ACMA ACIS (Assistant Principal)  
Applications and requests for full details should be made to the Summer School Secretary, W 106, Lymington House, Borough Road, Isleworth, Middlesex TW7 5DU.

For a complete list of Special Insets and Features planned for 1978 in

THE TIMES EDUCATIONAL SUPPLEMENT

Please contact  
NIGEL DENISON

P.O. Box 7, New Printing House Square,  
Gray's Inn Road, London WC1X 8EZ

## End in sight for golf boom

The boom in school golf may come to an end if the Professional Golfers' Association increases its instruction fees, as has been suggested, by more than 100 per cent in 17 an hour.

The prospect provoked Mr Tom Hurvey, chairman, to tell the Golf Foundation annual meeting in London: "The bill could reach the alarming figure of at least £30,000 a year. I cannot see how the foundation could meet this".

Schools which were unable to meet their share of the proposed increase might drop out of the teaching scheme. Plans to extend the foundation's services might have to be abandoned.

Such an increase, he said, would harm golf as a school and would harm it in the long term "to the best interests of professional golfers".

In its silver jubilee year the foundation has gained more support from schools: 1,368 in the register compared with 1,423 in the previous year.



Resuscitation: one of the tests at Coventry

## Kent girls and Scots boys are tops at saving lives

Schoolboy and girl swimmers were to the fore in the Royal Life Saving Society championships in the Coventry swimming pool recently.

Nearly 400 of them had entered for the competition, which is a test of life-saving, know-how and initiative, with the competitors working in pairs.

Winners of the girls' event were S. Richards and C. Cole, of Folkestone Grammar School, Kent, with 275.8 points. Close behind with 274.8 points, were C. Bowen, Colhurst and J. Hubble, of Cobham Hill High School, Cobham, Kent. In third place were J. Simister and L. Smith, of Sand School,

Manchester, who collected 262.4 points.

D. Cunney and S. McBride, of Vale of Leven Academy, Scotland, won the boys' competition by a wide margin. They led 263.7 points compared to the English and Scottish pair, P. G. Smith and C. Gorton, of Luton School, Luton, who placed with 111.9 points. Chorley, of the Henry Bevin School, Poole, Dorset, with 261.7 points.

The competition had four ingredients—initiative (how best to set about saving three drowning pupils), resuscitation (throwing a life ring, resuscitating, and swimming and towing someone 200 yards).

## Scouts' football spoilt by brawling parents

Cub Scout football matches in Chichester, Essex, with no player above the age of 11, have often been spoilt by brawling parents and other spectators, according to Mr Cyril Meadows, Scout district commissioner. Matches may be called off for two years.

Football, says Mr Meadows, is not a part of Scout policy, but only continues because of "satisfying" the boys' demands.

Threats in voluntary referees by spectators is the greatest concern but there have been instances of fighting among the adults and the use of bad language, epithets to Scouts.

# COURSES

## The Advisory Centre for Education

### invites applications for Easter Courses TIMETABLING IN THE SECONDARY SCHOOL

to be held from 28-31 March, 1978  
at Vinburgh College, University of York  
COURSE DIRECTOR: Neill L. Rouson  
Richard Althorpe School, Basingstoke

Now in its fourth year, this course will run in two forms to cater for both Beginners and Experienced Timetablers. **BASIC COURSE:** Through an extended simulation exercise in small working groups led by very experienced timetablers, and by lecture and discussion, this stage of the course will introduce newcomers to all aspects of timetabling from the important pre-planning stages through to the various methods of construction. **ADVANCED COURSE:** This section of the course will specifically cater for experienced timetablers. Allowing them to exchange ideas, to perfect and improve their own methods, to hear the latest techniques in Timetabling, and generally to allow the important task of Timetabling to serve the needs of the Curriculum and Organisation of the School. Options will cover Sixth Form Timetabling, Consistent Blocking, Computer Timetabling, Methods for Upper School Options, etc.

(C78/21)

## PROBLEMS OF CURRICULUM ORGANISATION IN SECONDARY SCHOOLS

To be held from 2-5 April, 1978  
at Weninrich College, University of York  
COURSE DIRECTOR: Roger Seckington, Principal of  
Karl Shilton Community College, Leicestershire

This course for teachers at secondary schools aims to do two things: (1) to examine some of the main problems associated with secondary curriculum organisation; (2) to give teachers the opportunity to broaden their understanding of these problems through discussion and practical work. The course programme consists of a series of lectures, symposia as well as discussion and practical work in study groups. On the third day, course members will have the opportunity to concentrate on one of three optional subjects chosen at enrolment.

(C78/31)

Please write for full details to the Course Organiser, Advisory Centre for Education, 18 Victoria Park Square, Hethel Green, London E2 9PL. Tel. 01-980 4596.

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- Philosophy of Education
- Science and Mathematics in Education
- Sociology of Education

A dissertation may be presented in place of one option

\*Candidates choosing the option Drama in Education are required to submit a dissertation in the area of Drama in Education.

Further details may be obtained from the Secretary, School of Education, University of Durham, 48 Old Elvet, Durham DH1 1JH.

## UNIVERSITY OF OXFORD M.Sc. in Educational Studies

The University offers an MSc in Educational Studies for graduates with good honours degrees. It comprises two areas of specialization: either Educational Administration, Organization and Planning, or Science Education (which includes the Sciences, Mathematics and Geography). The course is intended as post-experience training either for educational administrators at the intermediate level and for senior teachers contemplating an administrative career or for science teachers seeking posts as inspectors, advisers or heads of department in large schools. Candidates take three examination papers related to the area of specialization chosen and also write a dissertation. The course lasts one year and the dissertation has normally to be completed by September following the year of entry to the course.

Enquiries should be addressed to the Tutor for the MSc Course, University Department of Educational Studies, 15 Norham Gardens, Oxford.

The University also provides opportunities for research in education leading to the degrees of BEd and DPhil. Enquiries about admission should be addressed to the Tutor for Research Students at the above address.

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Applications are invited from experienced teachers, lecturers and advisers for the following courses starting in September, 1978.  
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The Department of Educational Studies (Full-time, two years)  
Further information and application forms from The Departmental Secretary (Advanced Courses), Department of Education, The University, Southampton, SO9 5NH.

# COURSES

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We welcome applications from teachers in all subjects working in any type of educational institution.

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Further details may be obtained from the Academic Registrar, University of London, Institute of Education, 20 Bedford Way, London WC1H 0AL, and completed applications for the course commencing September, 1978, should be submitted as soon as possible.

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Send for your brochure and application form. Contact Dr J H Campbell, Department of Education Management and In-Service Education, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB, or phone Sheffield (0424) 738621 quoting ref. 885.

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Republic of Ireland

## Controversial 'mixed' school gets go-ahead

from John Walsh

DUBLIN Both the Church of Ireland and the Roman Catholic archdiocese of Dublin have expressed misgivings with proposals in the Republic for integrated education.

They made their views known shortly after the new Education Minister, Mr. John Wilson, had given the go-ahead for the country's first multi-denominational primary school. This will be built in Dalkey, a Dublin residential suburb.

The campaign for the Dolkey school was waged by an articulate and well-organized group of local parents. One parent, an architect, stated they used to have 3,500 doctrinally primary schools there must be at least room for one mixed school, especially where the parents wished it.

Their campaign and the Minister's decision to approve their proposal has led to a considerable controversy. Integrated education has always been a difficult question in Ireland, long before the present wave of "troubles" erupted in the North and led to two separate states.

In 1830 Dr. James Doyle, the Roman Catholic Bishop of Kildare and Leighlin, wrote: "I do not see how any man, wishing well to the public peace, and who looks to Ireland as his country, can think that these two religions should ever be permanently established or that the prosperity of the country can ever be well secured, if children are separated at the commencement of life on account of their religious opinions."

Neither school unity nor political unity has come about. Separate states and separate school systems exist in these states have since.

In the North, the All Children Together movement is campaigning hard for mixed schools, with limited success so far. The general opposition of the Roman Catholic Church was most sharply focused by the Bishop of Down and Connor, Dr. Philip, who refused to give confirmation to children who attended the state, that is, Protestant, schools.

A less contentious approach is taken by the Bishop of Adair and Channon, Dr. Cahill. He rejects the argument that education

## West Germany Parents and teachers bid to keep early selection

by David Dungworth

Preparations are under way to hold a people's petition in North Rhine-Westphalia, West Germany's most populous state, in an attempt to block the state government's plans to replace the existing grammar, intermediate and secondary modern schools by so-called cooperative schools (ZES July 1).

The decision to go ahead with the petition was taken by the delegates of 10 parents' and teachers' organizations with about half a million members which have joined forces to form a Citizens' Action Group against the Cooperative School. It came immediately after the reform Bill had been given a third reading in the state parliament by 104 votes to 95.

If the new law does come into force at the beginning of the next school year as intended, local authorities will be allowed to set up cooperative schools for all children in the 12-15 age range; the building of new schools will be financed by the Land Ministry of Education only if they are organized on the cooperative principle.

All pupils will follow a common "orientation stage" during their first two years at secondary school. They will then be placed according to ability in the grammar, intermediate or secondary modern streams, all of which will be housed under the same roof.

The Social Democrat (SDP) and Free Democrat (FPD) coalition parties in the state parliament claim that the cooperative schools will offer greater equality of opportunity than the present tripartite system. By the end of the next decade, they will also be the only viable form of secondary school in the state, as the decline in the birthrate since the mid-60s means that there will be too few pupils to justify the retention of the existing types of school as independent institutions.

During the past 12 months various bodies representing parents, teachers in grammar and intermediate schools, the Catholic and Lutheran churches, and the Christian Democratic (CDU) Parliamentary Opposition have conducted a vigorous and at times bitter campaign against the reform. They see it as yet another step in the government's overall strategy of promoting comprehensive schooling as the normal form of secondary education in North Rhine-Westphalia.

Efforts are also being made to raise the funds needed to cover the costs of the petition, estimated at DM5m (over £1,200,000). Here the citizens' action group can rely on the financial backing of the Christian Democrats, who are planning to use the petition as an opportunity to attack the state government's education policy as a whole.

If the petition is successful, the government will be faced with either withdrawing the legislation altogether or submitting the issue to a referendum of all North Rhine-Westphalia's voters within the following 10 weeks.

THE TIMES EDUCATIONAL SUPPLEMENT

Italy

## Survey may mask extent of illiteracy

from Dalbert Hallenbeck

An Education Ministry survey of illiteracy in Italy has been criticised for possibly masking the extent of the problem. The survey, which is the first since 1971, found that 13.1 per cent of the population were illiterate or semi-illiterate, according to the Ministry's figures.

The survey, however, has been criticised for possibly masking the extent of the problem. The survey, which is the first since 1971, found that 13.1 per cent of the population were illiterate or semi-illiterate, according to the Ministry's figures.

Although the latest figures refer to levels of illiteracy in the active workforce and the Education Ministry declines to attempt an estimate of illiteracy levels for the entire population, the survey does indicate that the illiteracy rate in the 1971-76 period was 13.1 per cent, a general population (above the age of six) known to be illiterate or semi-illiterate in 1971.

The resulting percentage represents a decrease from the 1971-76 period of 13.1 per cent to 12.1 per cent, a decrease of 0.8 per cent.

But, since the survey was published last month, it has been criticised for failing to take account of the fact that the workforce tends to be a highly selected and increasingly literate group of people.

And the survey completely ignores the problem of illiterate and semi-illiterate women.

The Ministry's survey also fails to point out that those illiterate or semi-illiterate people who are in the workforce tend to be a highly selected and increasingly literate group of people.

And the survey completely ignores the problem of illiterate and semi-illiterate women.

France  
Union set to block  
parent committees

from Joan Smyth

The 300,000-strong National Union of Teachers (NUT) has asked the press to help it to block the formation of parent committees for primary and secondary schools (TES, November 23).

The Education Ministry instructed the NUT to block the formation of parent committees for primary and secondary schools (TES, November 23).

Under the new arrangements for nursery and primary schools, depending on the size of the school, the NUT has asked the press to help it to block the formation of parent committees for primary and secondary schools (TES, November 23).

The predominantly Socialist SDP government has given for the first time the French Language in its own name. The French Language in its own name. The French Language in its own name.

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THE TIMES EDUCATIONAL SUPPLEMENT 2.12.77

## Working up to working life

Michael Binyon, North America correspondent, reports on career education in the USA

WASHINGTON Congressional representatives have approved a substantial five-year programme for career education—one of the fastest-growing primary and secondary education programmes funded by Washington. Some \$400m are to be allocated under a Bill that now goes before the two Houses for final approval.

The Bill authorises \$50m next year, \$100m for the following two years, \$50m in 1982 and \$25m in 1983. Eighty-five per cent of the money is to go in direct grants to individual states. The rest will be set aside for model programmes, information programmes and special grants to overseas American territories such as the Virgin Islands, Guam and Samoa.

Under the Bill, which is expected to be approved shortly, each state must contribute to spend at least as much on career education as it has in the past year. States must also pay their own share of these programmes. State education agencies must make sure that career education is part of the regular instruction programme, not just part of vocational education. Programmes must be administered by a coordinator with previous experience of the field and the state agency staff should include individuals experienced in problems of discrimination and career stereotyping.

The money may be spent on all kinds of things—instilling career education concepts in the classroom, paying for career guidance, placement and counselling, arranging work experience for pupils who want to explore specific careers (provided there is a chance of a job in the field and pupils would not displace other workers), hiring community career education councils and resource centres, providing intensive training, working with the handicapped and minority groups, conducting surveys and so on.

The programmes are aimed at children aged five to 18 and states will be given funds according to the number of pupils they have. Special provision will be made, however, for areas of high unemployment or where the population is sparse. No state will get less than the minimum allocation of \$125,000.

Considerable discretion is given to the federal Commissioner of Education in allocating money. The bill, for instance, made funds available to pupils in private schools if states make no provision for them.

The whole programme will be administered by the Office of Career Education, set up by law in 1974, together with the National Advisory Council on Career Education which was created at the same time.

Canada  
Provinces take new look  
at language learning

from our own correspondent

WASHINGTON As the language dispute in Quebec rages around Canada, ministers of education have been working in their own provinces to improve the teaching of French in English-speaking areas and to improve the teaching of English in French-speaking areas.

The provinces, ministered in the summer to improve the teaching of French in English-speaking areas and to improve the teaching of English in French-speaking areas.

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### LETTERS Save our book supplies...

Sir,—Read any good books lately? (November 19) admirably reinforces the Hiltcock Committee report, *A Language for 16+*, in making a direct link between standards of literacy and levels of school library book provision.

Fellow campaigners may like to know that Library resource provision in schools, guidelines and recommendations, just published by the Library Association, bases its case directly on those Hiltcock findings.

Whatever the case in favour of some teacher-produced reprographic items in appropriate instances, book provision together with that of suitable audio-visual items remains of the utmost importance in terms of sheer quality of content and production. An increase in the level of provision is urgent, and the action of one local authority in virtually destroying its county library service must be widely and publicly deplored.

Just as important, however, are well-intended staff actively working with both teachers and pupils to stimulate knowledgeable book use. This university is one of a number of institutions offering courses leading to full diploma qualifications in both teaching and librarianship.

Such new recruits will wish to develop visual and verbal literacy in relation to one another, and will see reading and learning as a continuum, without arbitrary divisions between fiction and non-fiction, textbooks and recreational reading, or book and non-book.

Equally, they will deplore the artificial distinction between "books" and "resources", but your article properly attacks, but which your own review pages continue to perpetuate. (November 19) PROFESSOR P. HARVARD, WILLIAMS, Head of Department, K. A. STICKLAND, Senior Lecturer, NORMAN W. HESWICK, Senior Lecturer, Loughborough University.

Sir,—Your warnings on diminishing stocks of books in schools were very welcome. It is all too easy to justify these shortcomings by saying that producing your own work units is educationally desirable, but there are several points to be considered:

Textbooks are usually the product of years of practical experience on the part of a senior teacher, and are scrutinized by a conscientious publisher, aware of the consequences of errors and inaccuracies.

Apart from blatant and innumerable errors, which often takes place, home-produced work units are often less carefully assembled, quickly become grubby and torn, and even with the off-set litho machines, cannot compete with books as far as layout, photographs and illustrations are concerned.

There is much research to prove that even at colleges and universities, some students are unable to read their way around books, using index, chapter headings, etc. How much less will they be able to do so if they rarely have a chance to handle books at an earlier age?

When the cost of paper, ink, upkeep of machines and secretarial plus the fact that work sheets will last at the most three years, while a textbook may survive 15, I am not so sure that the finance of this has been properly worked out.

ROSEMARY THOMAS, Ashdon Park Comprehensive School, Histon.

Sir,—Your leading article "Read any good books lately?" (November 19) failed to grasp the nettle. In many schools the problem is not achieving a five books back but retrieving it. Several large comprehensive schools no longer have right lending and bringing back systems. Perhaps the head has a "free access" learning policy, or the local authority holds unworkable libraries, or else modern teachers are overworked.

In my case it is possible for a comprehensive situated in an affluent area to "go missing" within five years of the school opening. Also Jackdaws probably come back half empty, and individual departmental bookstocks become so depleted (especially of colourful "text books") that much of the syllabus cannot be covered usefully.

Could the need for five books attractive, not more than five school books? Also for a stipulated clear legal right for schools to retrieve their books? A child who takes a book home and "forgets" to return it has, in fact, stolen it. That is not the only robbery of the century! I maintain that if this or any other machine is used for the racking up, wholesale publishing and vending of single published works, then this, not is dishonest. Frequently schools are grateful at having every right to buy in existence. They should set a better example to their charges!

GODFREY H. HOLMES, Langley, Berks

Sir,—In his letter discussing the success rate in modern languages at 16-plus (October 28) Mr C. Vickerman, secretary for examinations to the Joint Matriculation Board gives figures showing that the percentage awards at grade C are better than in all JMB O level large entry subjects. This would suggest in first sight that the standard required by the board to earn grade C is roughly equal in all such subjects.

If, however, the size of entry in the different subjects is taken into account a rather different conclusion could be drawn. For example, the practice in most schools to enter a much wider ability range for Spanish or German where option systems are selected by schools produces a much more motivated and generally more able entry. A 60 per cent pass rate for such an entry is much more discriminating.

It has been argued that the common practice of shorter courses leading to O level in German and Spanish could account for their failure to produce a higher pass rate than in other more widely taken subjects, but in my experience better motivated pupils more than compensate for the reduced time concerned to maintain a pass rate of between 55 per cent and 65 per cent in all large-entry subjects that they set the standard of the exam in practice this figure rather than their pass rate to match the quality of the entry?

What, I suggest, would be very much more meaningful and illuminating than the figures Mr Vickerman produces would be figures comparing the results of candidates who had been entered for English language and French and German to see if a disproportionate number of candidates entered for all three of these subjects fared worst in any one of them. Such figures could either help to explain concerns about the unhappy state of foreign languages in schools or, if no disproportion were found, suggest we should look for a cause other than the degree of difficulty of the subject.

DAVID WELSH, 17 Boundary Grove, Sale, Cheshire.

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### 14-plus fallacy

Sir,—I read the article by Mr. A. Day and Mr. G. P. Porter in the 14th with a growing feeling that all had been said before. It was in 1955 when the chief education officer in the Forest wrote in reply to me by yourself.

The Waltham Forest school system is one of the best in the country. It has the advantages of 11 to 14 and senior high school in the article but is completely inclusive on a non-selective basis. Parents can opt for either of the linked schools or at 11 within the limits of the provision available. In fact this means that we meet most of the requirements.

Why then is there any suggestion that the 14-plus should be selected? The first of choice that is possible is that the proposal is really for the 14-plus with linked senior schools for good measure?

E. A. HARTLEY, Chief education officer, London Borough of Forest

### Counted out

Sir,—Women student leaders twice as bright as men, according to figures published this week (October 18). I am intrigued by your report showing 91 per cent of students achieving 90 per cent or more in their statistics. I thank you for it.

A. DAY, Deputy Head, St George's School, Kent by Liverpool.

### Passing fancy of examiners

Sir,—In his letter discussing the success rate in modern languages at 16-plus (October 28) Mr C. Vickerman, secretary for examinations to the Joint Matriculation Board gives figures showing that the percentage awards at grade C are better than in all JMB O level large entry subjects. This would suggest in first sight that the standard required by the board to earn grade C is roughly equal in all such subjects.

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### LETTERS Time for 16-19 inquiry—as long as it's quick

Your leading article, "A Way through the Woods" (November 19) certainly expressed a need which anyone concerned with education, training and welfare of the 16-19 age group must agree with and applaud.

During the fifties and sixties the social Advisory Council for Education covered in its major reports aspects of education except this one. The Newson report and the another report both pointed the way for a major inquiry into this field. It is curious that at present it is the only field of educational endeavour in which some expansion is taking place.

As you rightly point out, this is not solely an educational problem and so a revived Central Education Council would not be an appropriate body to carry out the inquiry. However, such a study is clearly necessary. The only anxiety that might be felt is that a high speed inquiry of this kind would not be completed, could not be clearly understood by the general public, everyone would sit back and wait, using the inquiry as a pretext for inaction. We are all only too familiar with the attitudes of "waiting for a major inquiry" before doing anything.

My association has in the last two years made its views clearly heard, first by a 1967 resolution at national conference which was reaffirmed in 1977 presenting the case for a government department responsible for both education and training, second, by publishing a policy document on the "Education, training and employment of the 16-19 age group" this year.

Clearly the findings of the Cakes Higher Education in the Public Committee on the Management of Higher Education in the Public Sector will have some implications for the management of all post school education. The survey being conducted by the Department of Education and Science into educational credit transfers may attack another small corner of this vast problem. The debate on the management of MSC resources will also pose a new set of problems rather than clarifying any of those which exist at present.

It is not the purpose of this letter to outline the policies of NATEE on this vast subject. Indeed, there are aspects of the problem with which we are not directly concerned, though every aspect has some bearing on every other one and none of them can properly be considered in isolation. Education, employment and social provision are not readily considered separately in relation to the burning problems of the millions of young people involved.

Two lines of action are necessary: immediate provision and immediate action, the need for which the Government is clearly aware of and is ready to take action on however satisfactory or unsatisfactory that action may appear. The second is to tackle the long-term solution of all the related issues and it is here that an inquiry of the kind your leading article suggests is highly desirable.

I feel confident that NATEE would wish to participate in such an open inquiry on a subject which is of major concern to all our members. Indeed, the work we have done over the past few years on many aspects of this topic should provide a substantial contribution to such a task. Apart from anything else it is high time that we all know clearly what we are talking about when we use terms such as continuing education, adult education, permanent education, all of which have recently become confused and imprecise.

F. C. A. CAMMARTERS, President, National Association of Teachers in Further and Higher Education.

### 'Betrayal' of sex equality movement

Sir,—We are seriously alarmed by your report of November 4 that a Home Office staff check has recommended the closure of the Equal Opportunity Commission's education section and a transfer of its functions to the Department of Education and Science. This report has not been publicly repudiated by the Home Office.

The whole of the organized women's movement would see the closure of the education section as a total betrayal of the aims of the EOC, for the establishment of which many of us have worked so hard. Women in Media is certainly not the only organization which regards the EOC's function in securing equality of educational opportunity as basic to the aims of the Act, because of its influence on the future status and of opportunities for women.

Not only is the EOC committed by law to "keep under review the working of the Sex Discrimination Act", many clauses of which are rightly devoted to education, but in their Annual Report of 1976 (published last May) they pledged themselves to the following priorities in education and training:

- The needs of the 16 to 19 age group;
- Education and training provisions for women re-entering work;
- The secondary curriculum, single sex and co-education;
- Adult and Higher Education;
- Initial and in-service training of teachers.

To hand this responsibility back to the DES is to hand it back to those whose inequality led in part to the need for the Sex Discrimination Act.

We ourselves have been trying for four months to see Dr Shirley Samuels in the Home Office to discuss our disquiet at the way the EOC is working. We have not yet had an acknowledgment of our second letter of September 27, let alone a reply to the questions we wanted to ask.

The preliminary dismissal reported to Mrs. Day of the head of the EOC's Education Department, Dr Gilbert Dunge, who is highly respected for her knowledge and her commitment to the aims of the Act, adds to our alarm about the functioning of the EOC.

MARY STOTT, SANDRA BROWN, PAULA SHEA, UMA RAM NATH, SUSAN RAVEN, ANGELA WYATT, JACQUELINE MACKENZIE, Women in Media.

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Who and what are school records for? How accurate and fair is the information teachers put in them? Should parents and pupils be allowed access to such documents? Leonard F. Davis has been examining the files of 600 children, and is disturbed by what he finds there; Lucy Hodges has been looking at how the DES, the local authorities and the schools have been reacting to the public debate on this sensitive issue

# Poor Tommy, he has had a difficult year

I disagree with a great deal in the Green Paper, but support wholeheartedly anything that can be done to sharpen the recording skills of teachers, to give a greater sense of purpose to the compilation of files, to turn dull dossiers into working documents, and to facilitate the transfer of "information" from teacher to teacher, school to school and local authority to local authority. Later, within the Common Market countries, it may be necessary for us to take some initiative about record-keeping and the exchange of files.

I am worried by some of the patterns that emerge. Many files do not bear close scrutiny, and time is not on the side of primary school teachers in considering this part of their work. Already within the ILFA parents can see and discuss with teachers the primary school records of their children, if they are in a nursery or an infant school or are first-year junior pupils.

One approach which impresses particularly is the dialogue with parents on a year-by-year basis, the school indicating how well your daughter is doing in relation to situation A, B and C, conveying "This is not necessarily, she is" and asking parents to enter the heading "This is how my Mary at home".

# Strictly on the record

One of the thorniest issues dividing teacher from teacher, teacher from parent, and teacher from pupil is the keeping of school records. Not only has the question of whether or not parents should see their pupils' records become a hot political potato—too hot, it seems, for the DES to handle—but there seems little agreement on what constitutes a good record.

Local authorities operate different systems and have differing ideas about parental access. Bedfordshire Education Committee, for example, has decided not to let parents see records. Other authorities, such as the ILFA and Birmingham, have moved towards open access in some schools.

There is a need for high standards of professional accuracy in record-keeping. There should be reasonable consistency of practice between different areas. These principles are all right as far as they go. However, Gaby Wetton, a researcher for the National Foundation for Educational Research and a member of the Schools Council project on record-keeping in primary schools, feels there are difficulties the Green Paper does not consider.

Teachers were not given time to fill in records, and were sometimes not consulted enough by the head in the record system. A constant complaint was the lack of liaison between schools when children transferred.

There is a great deal of unsorted material, which leads to confusion, especially over absences, accidents and medical conditions. The first written records of several children were faced with last year when it was tried to allocate grammar school places at the last minute.

More contentious still is the issue of parental access. This has been fuelled in recent years by the parents' magazine, where, by the Secret Records Campaign, led by calls for more open government here and abroad. The secrecy of other records kept by the Health Service and social workers, for example, is being questioned by the Warwick Committee on special education.

They asked if the DES would issue a circular immediately on some uncontroversial matters, such as making sure records were dated and signed, that parents were told of their existence, and whether or not a photograph was kept with them.

Lucy Hodges has been looking at how the DES, the local authorities and the schools have been reacting to the public debate on this sensitive issue

chers would confirm, some parents whose children give cause for the greatest concern are those who fail to respond to such invitations. Even in the sensitive recording of major life events, relevant and purposeful comment is easily hurried in the file. I sense that teachers are not in the habit of using files in their work with the total child; rather are they things to be brought out at stated times each year for a few often well-used words and phrases to be added.

Such a presentation is very different from the traditional tear-off slips which parents acknowledge the receipt of reports, and make comments if at all. In this kind of report, there is a feeling of equity in the space given to parents to express themselves.

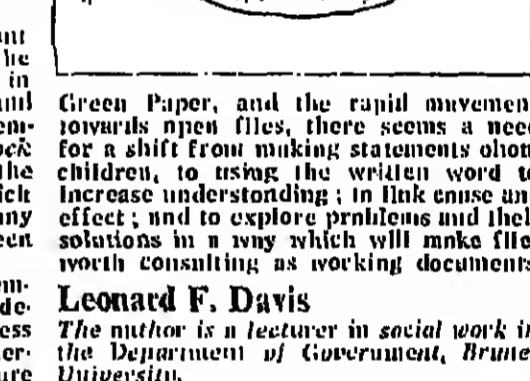
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children appear in the middle of junior school. They have moved from elsewhere in the country or from overseas, and an note has been made of the circumstances of their arrival or their previous school experiences. It seems important that, when this occurs, the receiving teacher should piece together with the parent the earlier educational (and some personal) history of the child so that, like others in the class, he or she has a "past".

In some instances, there are indications of a return to boxes and ticks: is he aggressive? sociable? reliable? trustworthy? hardworking? or to assessing the child on similar criteria but on a five-point scale; or to undeciphering a variety of often vague phrases, all of which could lead ultimately to punch-cards and computers. Such moves must be resisted and quashed. People who think in this way should be making things, not people.

Green Paper, and the rapid movement towards open files, there seems a need for a shift from making statements about children, to using the written word to increase understanding; in that sense and effect; and to explore problems and their solutions in a way which will make files worth consulting as working documents.



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# Made to measure?

Martin Leonard takes a critical look at the Assessment of Performance Unit's proposals for monitoring attainment in mathematics

Tom Marjoram, the head of the Assessment of Performance Unit, wrote recently that the unit is making every effort "to command wide consent and confidence that its proposed modes of monitoring are appropriate and acceptable".

But there has been no reply to my suggestion in June in the *TES* that the unit's proposals merit little confidence. In the meantime, the Green Paper has confirmed that the national assessment programme will begin as previously indicated: pilot tests were carried out in October, and the full programme is to start in May 1978.

Doubts about the programme's acceptability have concerned its possible effects on the curriculum, on the less able pupils, and on the professional standing of teachers. Its appropriateness—its ability to rest the right things to the right way at a reasonable cost—has been questioned rather less, and the article by Harvey Goldstein and Steve Blinkhorn (*TES*, September 23) may be taken as the overdue starting point of that process. My purpose is to develop their theme in the context of the unit's proposals for testing maths both by item-banking methods and in the practical mode.

Maths is a convenient place to start. It is the first of the six curriculum areas to be monitored. It is also the only one for which the unit's proposals are based on available material: *Tests of Attainment in Mathematics in Schools*, published by the NFER in 1975. *TAMS* is required reading for all who need to know what a national monitoring programme will involve.

The research team's brief from the Department of Education and Science was to investigate the feasibility of a national survey of maths attainment. It was originally intended that the survey should include only written tests, consisting of selections from a "bank". However, the project was extended to include a feasibility study of maths testing in the practical mode.

Both the research team and its advisory committee found some difficulty in agreeing what should be assessed in the survey—some of the committee even felt that it should not be carried out at all. The various viewpoints "were held with great conviction by their protagonists, to such an extent that agreement or consensus was difficult to obtain". But an important matter was generally agreed: the survey should include practical assessment, in the form of an oral test with the use of apparatus.

This conclusion parallels a major decision of the unit itself. The unit wants to test the whole curriculum, in order to form a picture of the child's whole educational development; the *TAMS* aim is to form a picture of the child's whole mathematical development, and to do this the tests must clearly be both written and practical. It has recently been confirmed that practical tests are to be included in the monitoring programme.

The brief given to the Practical Mathematics Project, which was based at Poulton-le-Fylde College of Education, was to compare the efficacy of personal assessment with that of conventional methods.

Topic A of the test for 11-year-olds, for example, consists of seven questions (10 marks in all) on volume, capacity and weight, using centicubes, a 10 cm cube and its case, and scales. For question 2, the assessor builds a 2 cm cube and then asks, for one mark: "How many of these very small cubes are needed to make a

medium sized cube like this?"

In question 6 the pupil is asked how to find the weight of water in the case for the 10 cm cube; one mark was given for the strategy of weighing the case full and empty, one mark for the scale reading.

Volunteer teachers and members of the project team acted as assessors. The teachers were specially trained in using videotapes, and did not test in their own schools. The children tested also did a comparable written test, half of them before the practical test and the remainder afterwards.

The team's conclusion was that practical maths could be assessed more effectively in the practical mode, especially with primary children and less able secondary pupils. Further, they felt that other assessors could, after training, use the project's materials and rubrics to obtain reliable data.

The claim to reliability is supported by the *TAMS* data: fully in the case of the 11-year-olds and adequately for the 15-year-olds. But reliability in its own right is not enough—even if the results of large-scale testing were equally reliable, which is far from certain.

For a test to be useful, it must possess validity as well. It must not only be consistent, but also measure consistently what we want it to measure. Validity is mentioned only twice in the report of the practical maths project, briefly and in relation to details. The researchers found difficulty even with the first step towards validity, the definition of what is to be measured.

There were clear signs that the validity was, in fact, rather low. It appeared that assessors influenced the results; there was low correlation between the written and practical tests; there were variations

in the children's vocabulary unrelated to their mathematical understanding. Some children could not be persuaded to handle the apparatus. Worst of all, the tests were seen to measure in part the ability of children to learn in the test situation, rather than their understanding of maths at the time the test started.

Without adequate validity, the testing of practical maths is valueless. Other doubtful points include the method of sampling, the provision and training of assessors, and the cost.

Different, though equally serious, doubts surround the written tests. For each age group to be tested, an item bank is to be set up, containing questions on the full range of skills and concepts. No single child will be tested on all topics, in order to lessen the impact of the testing process. A complex sampling system is being designed to ensure the right balance between topics, between children of different abilities, between regions of the country and so on.

This is by no means easy to do, as I have already suggested, and no research seems to have been done on the extent of sampling errors in these conditions. But the main difficulties lie in the way the results are analysed.

Any test used for making comparisons has to be standardized, by estimating its level of difficulty, so that a given result can be interpreted. For a test made up of individual questions from a bank, a new approach is needed.

One promising method was developed by the Danish mathematician G. Rasch (an evaluation was published by the NFER in 1974, *The Objective Evaluation of Test Performance*, by A. S. Willmott and D. E. Pawles). The basic idea is that a level of difficulty is assigned to each

individual question, and the difficulty of a test is calculated from those.

If the Rasch model is sufficiently reliable, it will be a major advantage: it would, for example, make possible multiple choice test which would discriminate adequately across the ability range, which no existing test can do. It would do for the science of test design what fifteen years ago the Wechsler design was expected to do for psychometrics—has not.

A radically new idea like the Rasch needs time for development, during which unforeseen snags may appear. The Rasch model gives clear warnings of them.

The Rasch claim is that, under special conditions, a defined skill may be estimated (with a margin of error, as in all tests) using any set of questions from the appropriate bank. Thus a child of average ability might be given an easy set of questions, and gain high marks, or a difficult set which would yield fewer marks; his standardized score would be the same.

One of the few examples quoted by Willmott and Pawles is a physics test, originally of 70 questions. Twenty of the 70 failed to fit the model, probably because they measured a different skill from the others. For the analysis, the remaining questions were divided into "easy" and "difficult" subsets of 25 questions each. The stated conclusion is that the two subsets were, for almost all candidates, statistically equivalent.

From the data it is possible to predict the mark a candidate would have got on the easy test if he gained 100% on the hard one: it is, in fact, 82. But the margin of error is no less than six marks either way, so that the limits 10% per cent confidence are from 10 to 22 out of 25. This cannot be considered acceptable.

This is merely an example, and it may well be objected by proponents of the method that one would not, in practice, attempt to predict in this way. The mark I would claim is that it may serve to indicate (in an area where test results are necessarily highly technical) that there is room for considerable doubt about the levels of reliability which can be attained.

The Rasch method is open to doubt on other grounds, particularly the requirement that the level of difficulty of a question is independent of its context. This means why some research. Further development will be on a large-scale, may resolve these doubts. But to start a national testing programme without it is, as Goldstein and Blinkhorn point out, asking for trouble.

The White Queen, it will be recalled, had the gift of believing six impossible things before breakfast. For the assessment of their six curriculum areas, the Assessment of Performance Unit has allowed itself a rather more generous time scale, but seems just as determined to believe that the impossible can be accomplished.

Maths assessment could easily be restricted to that of basic numeracy, by conventional standardized tests, and would remove the impossibilities, and should be done. This is not the time for untried methods, whether of testing or of analysis.

Martin Leonard is I.C.A. schools inspector for Walsall, with special responsibility for maths.



Holmes 123/88

Last month at the National Book League, 19-year-old Patricia Finney was given a cheque for £350 and the David Higham Award for her promising first novel 'Shadow of Gulls'. What has happened to other young writers who in the last few years have experienced similar publicity and success? Rosemary Hartill has been meeting some of them



Left to right: Susan Price, Pat McGrath and Sarah Patterson.

## In their own write

Making generalizations about teenage novelists is about as safe as making generalizations about a random selection of people on the top deck of a London bus. But one thing common to them all is other people's curiosity.

"When people discover you've had a book published," says 23-year-old Susan Price, they look on you with a vaguely wicked, almost underhand, kind of admiration. But what gets me is that they never ask you where you got your ideas from or anything like that. What they really want to know is how much money you've made. When I got that job in a retail factory in Dudley, I didn't say I'd written any books. But someone told them and a woman came up to me and said, 'You'll be a millionaire yet then?' I looked at her—I couldn't think what she was on about. Then I realized."

Susan Price's first novel for teenagers, a modern fantasy, was published when she was 18. She thinks it's awful now, and can't understand why anyone ever liked it. Today she has three more novels to her name. She lives with her mum and dad, two brothers, and a sister in a council house on the outskirts of Birmingham.

To any 16-year-old fed up with work or school, Susan Price should be a confidante. She was "heartily sick" of the local comprehensive by the time she left, she never bothered to find out whether she passed her A levels and she did not even mention the publication of her book to her English master. "I didn't think he would be interested. He'd hardly spoken to me before."

Her first job in a cake-linings lasted two weeks before she was sacked. Then she took a job as a shelf-filler for a year in a local supermarket. For the last two and a half years, she has been out of work.

Susan Price's second, and favourite, novel, *Twopence a Tub*, is about a nineteenth-century miners' strike in a colliery near where she shops. Other Award, it is loved on the memoirs of her own family.

Earlier this year, her publishers, Falmer, turned down her latest novel *Mirror*. She says that as a child she used to wonder who some of the children's authors thought they were complaining about his long hair. In January, 1975, he had a nervous breakdown.

There were teeth left lying on the pavement afterwards. Her editor said it was all too gross. At the moment, she's working on a new book, this time a fantasy. "It's about children. You can't call them turtles now, can you?"

It's now seven years since the publication of Pat McGrath's first novel *The Green Leaves of Nottingham*. Pictures of him then show a slight 16-year-old with short hair and National Health spectacles, saying things like "I won't change. You certainly won't." Today Pat McGrath has shoulder-length hair, wears blue denim, a black sweatshirt and black leather belt and jacket. In those seven years he has been through the whole "drop out/squatting scene, taking at different times, hard-drugs, speed and LSD. He is just any coming out the other side.

*The Green Leaves of Nottingham*, about a Borstal boy's return to crime, was published with a foreword by Alan Sillitoe. Described by the *Sunday Telegraph* as an "outstanding achievement", it came out in paperback in America in a separate educational edition and was mounted in play form at the National Theatre. But one result of all the publicity was that he got to the point where he could hardly write his own name, never mind another novel. Yet still the slightly cynical questions went on, "What are you writing now?"

Once the proceeds started to come through, he went off holidaying in America and Ireland for a couple of months, eventually returning in take a respectable job as a solicitor's clerk. He was the first member of his family for some time out to go straight into a factory after school; he suspects his mother still wishes he had stuck it out. But after a while, he could no longer stand it, and left to take a variety of jobs—fairground attendant, vacuuming plant cleaner, warehouseman, van driver, demolition and shoeshop factory worker ("I ended up throwing lathes at the foreman"). Finally he dropped out completely. Meanwhile, when he says his family, they were still complaining about his long hair. In January, 1975, he had a nervous breakdown.

*Dupebreak*, his latest novel, based on some of these experiences and published earlier this year, was an attempt to make something meaningful out of a way of life that was fast becoming meaningless to him. He still sees equating a wild and senseless action when people are homeless, but the reality of the communities he was living in were that people were ripping each other off, hanging on in last fashions, metaphorically tripping upside down. The turning point was when he saw 15-year-olds getting involved in Piccadilly Circus, without any idea how heavy it could all be.

Pat McGrath's favourite review of the book was the one in the *Daily Telegraph*, which saw it purely as an unworldly love story set in a squalor. With a wry smile, he admits that he did feel a bit disappointed that the critic missed the whole point of what he was trying to say. But he had trouble with his mother too. When she realised that the mother of the main character was an alcoholic, he had to restrain her from taking him to the libel courts. Today Pat McGrath is off drugs, and back writing. Next year sees not only the publication of a paperback edition of *Dupebreak*, but a hardback edition of a new selection of stories, *People in a Crowd*, which Alan Sillitoe says privately is the best thing he's done yet.

Of all the recent young novelists, the most successful commercially has been Sarah Patterson. Her first novel, *The Distant Summer*, told the story of the love between a Norfolk vicar's daughter and a young rear-gunner in the last war. Published in the spring of 1976, it reached number one for two weeks in the best-seller charts, has now been translated into 13 languages, been serialised by the *Reader's Digest* and *Woman's Own*, and had three book club editions. Even the film rights have been sold. At a conservative estimate, the book has already brought its author about £25,000 even before going into paperback. Sarah Patterson was 14 when she wrote it, and it took her only a matter of weeks to write.

She's spent the past six weeks in Cambridge cramming for a second A level: she wants to go to New Hall to read archaeology and join the Distant Summer' is published by Hutchinson.

meeting, traditionally enough, on a bicycle, wearing blue jeans, sneakers and a tight black jacket, and looking very lumpy. She's obviously been delighted—almost overwhelmed—with the success of the book. Her conversation is a mixture of openness, worries and enthusiasm characteristic of an 18-year-old surrounded by security and affection, together with an occasional realism about her professional future.

It would all be rather unexciting had not forgotten that her father is Harry Patterson, *Ollos*, Jack Higgins, author of *The Eagle Has Landed* and many other bestsellers. She says almost immediately how grateful she feels to him for protecting her and sparing her what the publicity could be like. "Without his help, it would have been so easy to get in a mess. As it was, I still get scared and confused at times." His advice on the first draft of the book was to tighten up the writing and in change her character from an Iranian to an American to pave the way for an American sale.

But most valuable of all is the advice he has to offer her on writing as a profession. To Sarah at the moment that means publishing, learning about VAT, publicizing, publishing a book, a year to keep in the public eye, and reaching as many people as possible. "I could write the first book now, personally the 1,000 fan letters she has received since *The Distant Summer*. One of them was from a middle-aged woman, saying that she and her husband were thinking of getting a divorce, and what should she do?"

Soon Sarah will be returning home to Jersey to finish her school work. Set in the Second World War again, it is a fast-moving thriller whose main character is a girl recruited by the SOE to obtain information about the German defences in France. "What scares me," she says, "is the feeling that I couldn't write the first book now. This one has been harder to write. There's been so much research, and I think too hard." Somehow one does not feel too worried.

*Twopence a Tub* is published by Falmer. *Dupebreak* and *The Green Leaves of Nottingham* are published by W. H. Allen. *The Distant Summer* is published by Hutchinson.



# Nature conquers Time

Michael Neve on Erasmus Darwin

**Doctor of Revolution: The Life and Genius of Erasmus Darwin.** By Desmond King-Hele. Faber £12.50, 571 10781 8.

The name of Darwin will be forever linked with the theory of evolution. Few theories in history can have such an established place in common thinking. But the history of evolutionary thought itself is less well known, as if all roads lead to Charles Darwin, and all currents meet in him. One victim of this neglect is Charles's grandfather, the Midlands physician Erasmus Darwin (1731-1802). Within the history of science, the theories of this corpulent, sociable and intellectually omnivorous figure have been virtually eclipsed by those of the celebrated hypocondriac Charles. Desmond King-Hele has long championed this achievement of Erasmus Darwin, and his new book, *Doctor of Revolution*, brings his cause to a head.

Erasmus Darwin knew everybody. He had a very lucrative medical practice in the country around Derby and Lichfield, and was heavily engaged with the scientists and manufacturers who were then the Lunar Society of Birmingham, especially Josiah Wedgwood, Matthew Boulton. Darwin founded his own philosophical circle at Derby when he first touched with the Lunar Society. He had ideas for technical improvements in countless fields, including meteorology, carriage transport, canals, submarines and steam turbines. He was also deeply immersed in botany and turned this to good effect with mock-heroic scientific versifying, notably in

*The Botanic Garden* (1789-91) and *The Temple of Nature* (1813). In the energy and scale of his interests, Erasmus Darwin equals any of the more celebrated European figures of the Enlightenment, and he synthesized many of those of the botanist Linnaeus. While shunned by other Lichfield protégés, Samuel Johnson, far being an atheist, Darwin outlined, and was admired by, Benjamin Franklin. This was clearly a political as well as personal division.

To write up the biography of such a man is difficult. The eighteenth century translated, and delighted in, multi-talentedness, and was not harsh on the possibility that much theorizing was mere guesswork. Mr King-Hele is so good at seeing Darwin as a precursor in almost everything, a man who only just missed "anticipating" Pasteur, who saw the uses of submarine exploration which were at last accomplished "by the USS Nautilus in 1858" and so on. Too often in this finely researched study, Darwin is presented as the perfect FRS, presented with the additional gift of prophecy. These inflations may be fine detail of the work in the book. This tendency towards extravagance is partly responsible for the turning of Darwin into a "doctor of revolution". Despite his hatred of disease, Erasmus Darwin was not a social revolutionary. His was an age when righteousness was a political act, and it was precisely that world that, for good and bad reasons, revolution would destroy.

The evolutionary theories of Erasmus and Charles reflect in their differences the transition from

antiquity to gloom, as developed in biological science. Charles Darwin, under the influence of Malthus, could see only the fight for survival, the "preservation of favoured races in the struggle for life". Erasmus, although more Lamarckian, saw struggle in nature. But he saw something else, something joyful and affirmative and redeeming: sex. It is the sex life of plants that Darwin hymns in his verses, sex that redeemed and enlivened the body when medicine was helpless. As he put it in *Zoonomia*, or *The Laws of Organic Life* (1794-97): "This animal attraction is love... the sacred source of human felicity, the cordial drop in the otherwise vapid cup of life". No clearer divide ran he found between the Enlightenment and its materialism and the Victorian gloom and pessimism to which Charles Darwin was exposed. For the biotant, only the cordial vision of Erasmus could not be expressed poetically, and not scientifically.

Thus the toll mountains, that enmesh the lands of Huga Isles of muck, and continents of mud, Whose dim extent eludes the ARE MIGHTY MONUMENTS OF PAST DELIGHT. Shut round the globe, how With vanquish'd Death—and How life increasing peoples every And young renaissance Nature conquers Time.

This was Erasmus Darwin's temple. Such exuberance is no longer an earthly weapon.

Shirley Toulson

## Children's literature Restless spirits

**A Pocket of Silence.** By Barbara C. Freeman. Macmillan £2.95, 331 21733 0. House with no Windows. By Allan Fernleason. Blackie £3.25, 216 90168 5. The Ghost Diviners. By Elizabeth Moe. Dutton £2.50, 233 96869 5. Fog Magic. By Julia L. Sauer. Hodder and Stoughton £3.00, 340 20503 2.

One popular explanation of "ghosts" is that the victims of events causing great distress or violence are trapped in that moment of time, from which they long to be released. Their appearances are cries for help. Both Barbara Freeman and Allan Fernleason make use of this convention in ways that allow them to explore aspects of the past through the eyes of the present; and in both cases the ghost's release also marks a young girl's transition into responsible adult life.

Barbara Freeman's two previous novels have been concerned with characters who have access to past ages, and she has the gift of contracting and expanding time in a way that allows her heroines to slide easily from one century to another. In this instance she uses it to explore an intricate mystery of the "Lacemaker's Rese". In a town far removed from the old South Midlands lace schools and workshops, it's a tale that naturally embodies

the lore of this ancient and almost vanished craft. Caroline, the 16-year-old narrator is as cut off from life as Zilla, the ghostly eighteenth-century girl who reveals the events to her and is believed from them. Both are orphaned, living with irresponsible relatives, fuddle in the point of cruelty, a circumstance that separates them from their contemporaries in their respective worlds. Zilla was happily in the time that she spent with the lacemakers; and it's through her that Caroline finds her own place in the river of time, where at an interval of nearly two centuries, both girls had spent their childhood.

Allan Fernleason's Donna Koren is a courageous and happy child, whose artist parents rent an old house in the shadow of Hadrian's Wall. The ghost she tackles is compounded with a diffuse spirit of evil, emanating in part from the history of "Satan" Brinkar, a wealthy cloth-maker who lived about the same time as Caroline's Zilla. Although he finally imag himself, it's his hand he desecrated with his hideous buildings that is the real victim. Donna Koren's task in breaking the spell involves her with a late twentieth-century electricity board intent on a similar act of convenient vandalism. As she's sided in her adventures, by both real and phantom horses, hears echoes and various forms of nature magic, there's something here for everybody. There's a bit too much actuality; 123 pages are not enough

for this complicated story, and some headlining ellipses take place. Elizabeth Moe and Julia Sauer write about slightly younger children. In *The Ghost Diviners*, Martin and Jackie find out that they can dowse for plants by means of the iron rod of an old-fashioned whiffle plug top. This has the power of taking them back into the old houses and the will, which once stood on the land, recently developed into a new, living entity where their home is. Although these present day children discover two layers of ghosts to last war schoolgirl and the sinister family of the Edwardian mill owner) and although the reader is not spared the details of a murder, Mrs Moe keeps her young rattleme-porary characters well on the right side of sanity.

*Fog Magic* also has two shifts of time, but this arises out of the fact that it was written in war-time and first published in the United States in 1943. It's about Grato, an 11-year-old girl living with her farming family in Nova Scotia. Until her twelfth birthday, she has the power, when the roost is enveloped in fog, of going back into the past, and visiting the nineteenth-century families, who once lived in the village across the house. The tragedies arise from natural disasters (shipwreck and fevers) and where people of both centuries are waled into kindly vigorous communication. It will give its new English readers many chances for discoveries in both time and space.

### Among this week's contributors:

Christopher Bell is at Lincoln College, Oxford.  
Merced Berlins is legal correspondent on *The Times*.  
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Peggy Heeks is assistant county librarian for Berkshire.  
Michael Jones is at St John's Seminary, Guildford.  
Erik Levi teaches in the music department of Royal Holloway College, University of London.

Michael Neve teaches in the department of the history of medicine, in the department of anatomy, University College, London.  
J. M. Thomson is editor of *Early Music*.  
Shirley Toulson is co-author (with Fay Godwin) of *The Drovers' Roads of Wales*.  
Henry Pluckrose is headmaster of Prior Weston primary school and author of many books for and about young children.

## Food of love?

Although Don's Master Musicians series has been running now for some 28 years, the basic format which artificially separates details of a composer's life from a consideration of his music has remained the same. It is a hand formula which can work well only if the author succeeds in integrating the two aspects of his book. Francis Routh and Geoffrey Norris, the authors of the two latest paperback editions of the series—*Stravinsky* (£2.95) and *Rakhmaninov* (£2.50) have both clearly been hampered to a large extent by the biographical format.

The problem is more apparent in Francis Routh's study, which succeeds admirably in making Stravinsky sound an incredibly dull sort of person. Although Mr Routh must have had much documentary material at hand, his uncoordinated literary style fails in any way to do it justice. Unfortunately, the chapters covering the composer's voluminous output are in more satisfactory as the author is forced, because of limited space, into making a number of questionable generalizations. Mr Routh must, however, be praised for bending the system to include two valuable chapters on the composer's style and aesthetics.

Geoffrey Norris finds space for consideration of neither Rakhmaninov's music nor his life. His study has got to be particularly struck by the practical side of his re-creating and scoring of Rakhmaninov's music and how to deal with the composer's own analysis. The entire study is marred with a sense of Gosson's anger and delight in music-making at Ruxborough's scholarship.

Other titles already available in the series are *Debussy* by Yehudi Menuhin and William Primrose, *Piano*, by Louis Kentner, and *Chopin*, by John Bryner. If the outstanding object is to maintain the standard of other titles should become clear.

## Suffering subcontinent

**India: A Wounded Civilization.** By V. S. Naipaul. André Deutsch £1.95, 211 91216 5. An Eye to India. By David Selbourne. Faber £1.50, 14 112 2026 7. A New History of India. By Stanley Wolpert. Oxford University Press £9.95, 19 512153 3.

V. S. Naipaul, most lucid of writers, is so efficient as to be brutal in his India: *A Wounded Civilization*, a disenchanted series of illustrations of the Indian III. So unrelenting is the central argument—the build-up his central argument—that India is a long-denying nation condemned to further descent by its addiction to a progress-denying system and life-denying philosophies that even the impartial reader can feel nettled.

Stanley Wolpert, an *Asiatic* scholar, offers a textbook approach to Indian history which is as useful in the general reader as it is in the student.

## Eight-year struggle

Allister Hurren's *A Savage War of Peace: Algeria 1954-1962* (Macmillan £8.95, 333 15515 7), which has recently been published, is one of the most valuable studies of recent history to have appeared for

in a revised version of his book *The Recorder and His Events* since its first publication in 1962. The influence of the virtuoso Franz Liszt and his administrative talents (Liszt was only 19 when he died) and the growth of the orchestra, particularly those whose spheres of operation extend, or are likely to extend, beyond the United Kingdom, or will bring them into any kind of contact with the people of other countries.

Perhaps one of the most striking phenomena of the present age has been the way in which the ramifications of the multinational corporations have spread across national barriers and boundaries in a development which has been accompanied by revolutionary changes in transportation, communications and mass media. Since the war we have also witnessed the institution and expansion of the European Common Market, increased trading and communication links between China and the Soviet Union with other countries, and a far greater involve-

ment of the United States with other parts of the world. Indeed, so impressive has the progress in this direction been that there are some experts who go so far as to contend that since effectiveness management is based upon the same universal principles and procedures in any country, national boundaries in this respect will eventually be obliterated. But surely it cannot be as simple as that, which involves people and it must essentially be affected by the values, customs, beliefs and attitudes in the countries concerned.

Professor Weinsahl's main subject in *Culture and Management*, which involves a selection of real-life cases from various countries, is an attempt to distinguish "cultural" behaviour from what he refers to as "universal" behaviour (that part of behaviour less affected by environmental culture). It is a conceptual, prescriptive, and evaluative study of the relationship between culture and management, and evalua-

## Across boundaries

Howard Sergeant on management

**Culture and Management.** Edited by Theodore D. Weinsahl. Penguin £3.75, 14 08 0923 6.

This is undoubtedly one of the best books on management to have appeared in the last few years. It is a compulsory reading for all students and practitioners of management, particularly those whose spheres of operation extend, or are likely to extend, beyond the United Kingdom, or will bring them into any kind of contact with the people of other countries.

Perhaps one of the most striking phenomena of the present age has been the way in which the ramifications of the multinational corporations have spread across national barriers and boundaries in a development which has been accompanied by revolutionary changes in transportation, communications and mass media. Since the war we have also witnessed the institution and expansion of the European Common Market, increased trading and communication links between China and the Soviet Union with other countries, and a far greater involve-

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St Nicholas (Santa Claus) putting sweets into a Dutch child's shoe. This is one of the illustrations in many of the colour, in *The Sugar-Plan Christmas* (Hodder and Stoughton £4.95, 14 112 2026 7).

## Industry

A recent CBI statement, reprinted in an obscure part of my daily paper, advised that profits must be kept down. Well, of course, that is what they advised, but strangely, the authors of the CBI (Hinder and Stoughton £3.95 340 21472 4), Wyn Grant and David Marsh, were surprised to discover that they were the first to undertake a study of the Confederation of British Industry in its financial policies. Its facts, inevitably, negligible. The one that the large member firms (which include the nationalized industries) neither need nor want government, nor do they need the CBI. Information services which ship is not very important to them, as it happened in 1974, the CBI appears to express a view different from that of "big business" generally, they can threaten to resign. As a study of the history and structure of the CBI, this book is excellent.

Catherine Basham

## Not so captivating

Henry Pluckrose on junior reference books

**Maritonal Reference Library Nos 1-6.** History of Entertainment, Nature in Towns, History of Costume, How a Town Works, Canals and Waterways, Paris and Ships. Macdonald Educational £1.50 each.

I suppose every publisher of school books has one, often-recurring dream. It is to produce a book for better still a series of books) which by their originality, flair and subject content will captivate (and thereby capture) the school market.

Macdonald Educational have a formula. It is to produce book upon book of useful material in an apparently interesting series. The Junior Reference books were so successful that they have spawned a new generation of reference books for schools. But while Junior Reference were revolutionary in the time, I wonder whether Macdonald have noticed that other publishing houses have also been making revolutionary changes—and that the style, illustration and content of their new books were in danger of becoming outdated. The conception behind this latest set of books—in providing information on a range of environmental topics—is a commendable one.

But for some reason, the usual Macdonald magic has failed to work. Most of the pages look as though they have been taken from an encyclopaedia of the fifties. The maps and photographs are clear, the contents acceptable, the text

dull—but not depressingly so. Each volume has an index, a basic bibliography and a list of places (related to the subject of the volume) to visit.

But it's to the captions we must turn to illustrate the unfortunate error that characterises this production. In a *History of Costume* I read "Rainwater in a form of protective clothing. It protects us from the rain". But the captions aren't only banal and patronising. Some merit needed at all. There's "A heavily laden diesel bus just before the First World War" in *Canals* and "A Nightingale team" in *Paris*. Lost for captions in *History of Entertainment* we go from *Campari* to "a great danger" to "Tuplet" to the first syllable in Nijinsky's famous "danse de concert" in *Paris*. Such captions do nothing to enhance the value of the books or to give additional information to their readers.

So I turned more hopefully in *Nature in Towns*. But the sad surprise continued. I learned that "the male mallard is brightly coloured". So I then studied an identification chart for birds and claws. This told me very little—particularly as I am most unlikely to find a hawk without a hawk owl attached or see a lode tin's claw without its never. How a town works was little better.

I suppose it's inevitable when a publishing house has enjoyed great success for it to become complacent—and occasionally fail. But if this review prompts Macdonald to update their production methods and thereby begin a revolution in the content as well as the format of school books, my depressing review will have been worth the writing.

## 25 Books/Management/Information Books

### Flow of funds

Geoffrey Wood

**National Income and Expenditure.** By Richard and Giovanna Stone. Hodder £3.75 and £2.50. Inflation. By J. A. Travillick. Penguin 70p, 14 02 1950 1.

Stone and Stone's book first appeared in 1960 (and was then a development of one written in 1944) but there is still no better exposition, at this level of simplicity, of the concept and measurement of national income, and of the framework of national income accounting. It also shows very well the methods and limitations of inter-national comparisons of economic statistics, and sets out how national income accounts in real terms relate to the sectoral surpluses and deficits of flow of funds analysis. Although too detailed to be used as a course text at A level, it is an essential book for the library of every school where economics is taught.

Travillick's *Inflation* is solidly set within a national income accounting framework. From that follows the book's major strength. It demonstrates clearly that, if theories of inflation must be divided into opposing camps, the names of the camps are not Keynes-

ian and monetarist. Rather, the theories are divided into those where prices rise only where there is excess demand (which, as Travillick emphasises, includes properly specified Keynesian models) and in the other hand, those where prices rise because suppliers want them to, and quite independently of demand conditions.

The book's second great strength is that it manages, without detailed statistical analysis, to test these two groups of theories against the facts—which facts, Travillick clearly shows, cast upon theories do not fit.

Beside these achievements, the book's failure, or rather weak treatment of the role of monetary policy and the effects of inflation in an open economy, is insignificant. The same can also be said of the occasional sloppy statement—for example, that monetarism "think monetary policy is 'more powerful' over aggregate demand than fiscal policy, an almost meaningless remark which, in so far as it means anything, is untrue (monetary and fiscal policy affect different variables). This book can be strongly recommended for reading towards the end of an A-level course.

*The Origin of Economic Ideas.* By Guy Houth. Macmillan £3.95, 333 21860 4.

This book is not a conventional history of economic thought; if it were, the contribution of Joseph Schumpeter from the index would be scandalous rather than merely surprising. It is a lively, well-written (and somewhat polemical) description of the evolution of economic analysis, and a vigorous critique of its present state. The book is packed with well-chosen quotations from the authors under discussion.

It would be impossible to recommend this book for use as the only text from which the development of economic analysis was studied—it is completely disqualified for this role by the author's choosing the

most simplistic expositions of non-classical economics as straw men for him to knock down. (The knocking down is done with great wit and style.) Nevertheless, it is well worth reading just after A level; it is provocative, it has many insights, and, most valuable of all, it will stimulate thought.

*Discovering Mathematics.* By H. A. Shaw and P. R. Wright. Edward Arnold, £1.90.

*Discovering Mathematics* was first published in 1962 and this third edition is now reprinted, using SI units. Those who have used the earlier editions, which encompass the majority of mathematics work required for CSE examinations, will find this provision most welcome.

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# A new era of video recording

### ADRIAN HOPE on new developments which could make video recording substantially cheaper

The Video Trodex 77 Exhibition held recently at the Heathrow Hotel offered an exceptional opportunity to compare the current generation of rival video formats, both in price and capability.

It is now 22 years since the American audio tape recorder firm Ampex demonstrated the first workable television tape recorder at a conference of the National Association of Broadcasters in Chicago. To record television pictures it is necessary to store very high frequency signals (several million cycles a second or MHz) and to achieve this with an ordinary tape recorder requires running the tape past the heads at very high speeds, literally hundreds of inches a second.

The Ampex breakthrough was to abandon the idea of recording with the tape moving linearly at high speed and, instead, run the tape relatively slowly past rotating video heads. This says the recording drum on the tape in stripes across its width.

More recently, the angle of the stripes has been changed, to produce a helical scan pattern, and all domestic and semi-professional machines now available adopt the helical scan approach. Interestingly enough, BASF has developed a system which returns to the high speed linear approach (LVR—linear video recording), but this will not be commercially available until late 1979.

Although all "domestic" video systems rely on helical scan, there are about a dozen different and incompatible formats. Some of the formats differ in tape width, the upper price and broadcast quality brackets using 25mm tape on open reels. The Sony U-matic format uses 19mm tape loaded in a cassette, and half a dozen different formats use 12.5mm tape, either on open reel or loaded into a cassette or cartridge.

The Japanese firm, Akai, has for several years now had an open reel format based on 6.25mm tape. It was on Akai's 6.25mm videotape recorder that the Japanese skier and mountain climber, Yachihiro Miura, found light enough to carry almost to the top of Mount Everest for his astonishing ski run down the summit glacier in 1978. Although lack of standardization and incompatibility between rival formats has slowed down the high cost of feeding video recording machines with tape has been the main deterrent in some prospective users. On the whole, it has been marginally cheaper to use reels which rely on tape loaded, for convenience, into cassettes.

The cost of an hour's recording on a Philips 1900 series videocassette machine has, for example, risen to £24 an hour. This high cost is the result of two factors:

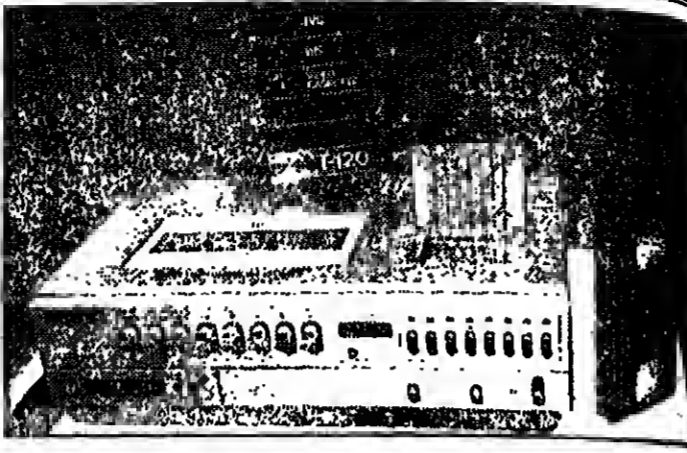
the relatively high speed at which the tape passes the rotating heads (around 14 cm/second for the Philips 1900 series machines first marketed in 1972 and still available), and the complicated mechanisms of the cassette (the Philips LCV videocassette has the two tape spools set one above the other, with a precision plastic guide and ratchet ratchet for the tape passing skew between the spools).

But now there is a move away from complicated cassettes and high tape speeds, towards simpler and cheaper cassette and laser tape speeds, which give more recording time a cassette. This adds up to an overall reduction in the cost of feeding. It was clear from the Heathrow exhibition that over the next few years the domestic and educational market will see bitter competition between at least three new systems, each capable of recording at least two hours of colour video on a single cassette at a cost equivalent or less than the current cost of an hour's similar recording.

The first of the new generation of "laser-play" recorders to be marketed with vigour is the Philips VCR LP, the N1700. This looks like a smaller version of the Philips VCR series, and uses the same cassettes as before. But a VC-60 which records for 60 minutes on a N1500 machine will provide over two hours' recording on the N1700. Thus the Philips VCR LP is a cassette recorder that looks like a VCR, but is in fact a laser-play recorder. It is small, weighs only 10.5 lb, and is priced at not too much more than the old format machines (around £750 including VAT). It is small, weighs only 10.5 lb, and is priced at not too much more than the old format machines (around £750 including VAT). It is small, weighs only 10.5 lb, and is priced at not too much more than the old format machines (around £750 including VAT).

The new machines appear to work efficiently and will sell well in the general public, but unfortunately this system may already be out of date, overtaken by two new Japanese systems which were shown at the Heathrow exhibition.

One is the VHS system from Matsushita (JVC and National) and the Beta system from Funai. Both are heavily over the Philips system on several counts. First, the Japanese machines are more stylish and compact than the Philips N1700 which uses the same casing as the N1502. Secondly, and more important, both Beta and VHS use mechanically more simple cassette construction. This must make for greater ease and economy of production and is likely to make for better long-term reliability. The Beta videocassette is not incompatible with all its users. Thirdly, and most important of all, at least one and probably both of the Japanese systems will offer the facility to record three hours of colour



The VHS system from JVC.

television on a single cassette as opposed to just over two hours on the Philips cassette. And they both do so at far less tape cost than the new Philips system by running at much lower tape speeds.

Although the three-hour recording facility (developed, incidentally, to satisfy the American desire to tape-record a whole ball game transmitted on television) may seem like overkill for the United Kingdom domestic or educational user, the ability to cram several programmes in a single cassette may well prove very convenient. Certainly any user willing to adopt the policy of recording half-a-hour half-hour items in sequence on a single cassette will be financially rewarded, because the cost of taping on a Japanese machine will drop to around £5 an hour, or £2.50 a half-hour programme.

This is less than half the equivalent cost of recording on a Philips videocassette, using even the new LP machines. Moreover the Philips N1700 is also devoid of some facilities provided on the N1502. There is no provision for stop motion, so that a single frame in a recording can't now be frozen for display.

Last, and probably more significant to some users is the absence on the rear panel of a socket to receive raw sound signals direct from a microphone or other sound source.

The absence of a raw sound input will make life more difficult for those who wish to integrate their own recordings with the machine in order to record original film pictures with sound, as well as to record TV programmes of air. As with the N1502 the camera will need to be plugged into the recorder via the aerial socket using a special gadget called a modulator (whereas if such sockets are provided as on the Japanese machines no such gadget is needed). But whereas with the N1502 it was possible to plug a microphone direct

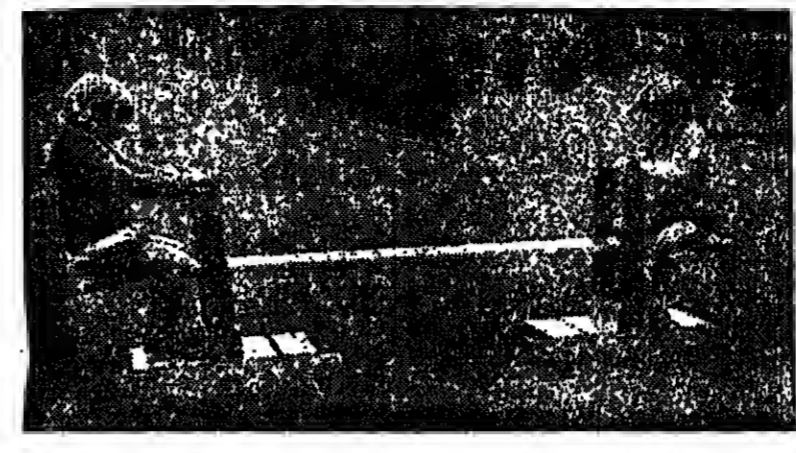
into the recorder this is impossible with the N1700. It will be necessary to route the microphone signal into the recorder via a pre-amplifier and a modulator, both of which sound and are available with both sound and

Philips offer a full cassette modular kit to do this for £140 plus VAT. It is a shame, for instance, that for only about £150 and also often sold as a package with old Philips recorders, used simple microphone plugged into the old style machine video recorders can be used to produce only silent movies with the new Philips machine!

VHS format tapes and machines are due in the United Kingdom from JVC next spring. More VHS machines from National are expected next autumn. Also on show at Heathrow and promised for the future was a JVC colour camera to be used with the VHS machines at under £1,000. This is about a third of the current lowest cost for a colour camera. The VHS machine itself will cost around £290. The Sony VHS machines are also due in the autumn of 1978 and the machine cost likely to be a little higher than VHS.

It seems clear that for the foreseeable future the use of a whole range of video cassette recording machines, physically resembling domestic video recorders, will be the norm. It is, of course, inevitable that the cost of recording colour TV pictures, comparable to that of recording sound only with tape.

It will be a matter of regret, therefore, like myself, who have applauded the past success of Philips in bringing video down to domestic prices, if competition from Japanese adoption of the alternative Philips system continues to be impossible for British television authorities.



# Play and make good cheer!

Catalogues of all sorts appear at this time, among them a fair number of educational equipment catalogues.

The Society of Brothers of Robertsbridge in East Sussex have just published their catalogue for 1978. They are a group of around 160 Christians who live as nuclear families in a commune and make Community Playthings, finding "this means of livelihood to be in harmony with their general convictions".

Playthings are made of wood and range from dolls' house furniture to climbing frames. Both the wood and fixtures such as hinges and wheels are of good quality, the equipment is sturdy built and should last.

New items include the workhorse, a simplified workbench with a storage compartment for tools. It is 24 inches high and costs £17.28. There is also a set of large wooden dominoes which can be used as building blocks. The 28-piece set costs £6.26. Probably only a hardened chess hand would notice this, but since the grain varies it should be possible to have a good match of what other players have and what is in the dominant hand.

Another excellent new item is a tough, soft acrylonitrile with a 14-inch wingspan. Smaller children can ride on it and the wings are

made to be extra strong. It costs £8.52. The nursery rocking boat can be used effectively in several ways: to rock as a toy, or as a table. Just as well, for it costs £37.53.

Abbott have a number of new items in their catalogue, which pay special attention to toys and equipment which is suitable for handicapped children but can be used by others. There are Nifty Paan moulds and crosses (£11.25) with large shapes which are easy to hold; Set the Scene kitchen (£15.50) a three-dimensional kitchen in which the furniture can be rearranged.

Other items include a Play Tower and Slide 100451 and the Varyplay Rucker set, which can be made into at least four large toys. The best construction would seem to be the seesaw and the slide. The Rucker set costs £16.75.

New from Galt, this year is a build-your-own doll's house kit which consists of strong rigid plastic panels which fit together to form a variety of buildings—a house, garage in block of flats. One set will make a four-roomed building, but other sets can be added to make more elaborate constructions. The basic set retails at £12.99 (a leaflet showing suggested designs is included).

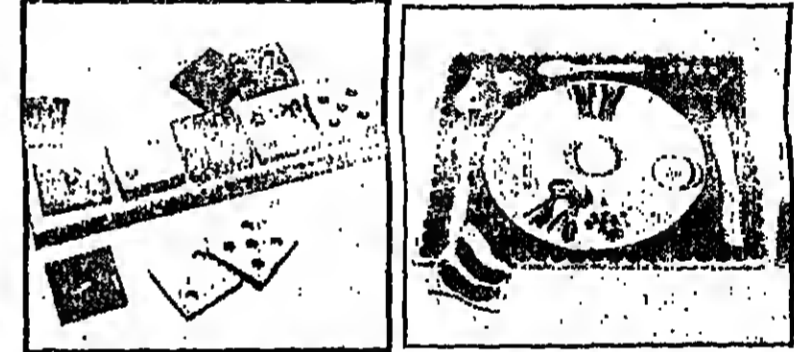
Other items from Galt include a measuring chart with a ladder in the beam-stair design, which can be hung on the wall so that children can watch how they grow and the Plateful Jigsaw (£1.99) the pieces fit together to illustrate a colourful plate of food.

Number aids include The First Number Learner, a pegboard puzzle looking counting to colour recognition. Price £1.97.



Top: two versatile nursery playthings. Top left: The Varyplay Rucker from Abbotts which can also be made into a slide and two types of seesaw. Above: The Nursery Rocking Boat from Community Playthings. It has five cross-shaped sections which can be used as steps or set when the boat is turned over. It can also be used as a shop counter or stroller for imaginative play. Below: The First Number Learner and the Plateful Jigsaw, both from Galt Toys.

Addresses: Albant, ESN Creative Learning Ltd, Plumstead, PO Box 22, Harlow, Essex CM19 5AY. Community Playthings, Robertsbridge, East Sussex. James Galt and Co Ltd, 31 Great Marlborough St, W1.



# Tales of mystery and imagination

M. R. EVANS on story records

Tales of Mystery and Imagination Dr Who and the Pescotons Oscar Wilde Children's Stories The Reluctant Dragon The House at Pooh Corner Waterbury Down

The last few months have seen a number of interesting children's records, notably from Argo, whose spoken word recordings are usually excellent. The most recent is a double album Tales of Mystery and Imagination which includes four of Edgar Allan Poe's stories, "The Tell Tale Heart", "The Black Cat" and "The Cask of Amontillado".

All these stories have been recorded in their original form and length except "The Black Cat", which has been abridged. While the stories are perhaps unsuitable for young children in terms of vocabulary and content older children would find them attractive.

The music is by Kenny Clayton and is usually epic, consisting of fragmentary aural vignettes and well-laps apartly used, which add drama to the climaxes. It is only during the first part of "The Pit" that the music—a series of malvolent twangs or what sounds like a banjo—causes a smile rather than a shudder.

The success of this record is due, almost completely, to the performance of reader Bill Mitchell. His deep voice is well suited to the horror of the stories. He takes the pace slowly, and dwells on the more unpleasant explicit moments.

Bill Mitchell's voice is also heard in the part of Zow in the latest Dr Who saga, Dr Who and the Pescotons. Anted idiosyncratically to the doctor's enormous young teenage following this tale takes well-worn science fiction paths.

Dr Who (played by Tom Baker) and his companion, Sarah Jane (Elizabeth Sluender), get involved with a civilization of slimy creatures from outer space, which crashland in the River Thames and wreak havoc in the streets of London. Fortunately Dr Who arrives in the nick of time and sends the monsters packing.

The dialogue is conducted above an almost continuous tumult of electronic sounds and effects which eventually cease to have any dramatic effect. It is unlikely that this record will be of interest for anyone above the age of 12.

More rewarding by a long way are Oscar Wilde's children's stories, which come on two records (available separately) narrated by Robert Morley. "The Prince" and "The Star Child" two strange but rather beautiful fantasies each containing a moral observation. The music is appropriate and discreet.

about the dragon, and send for St. George, but neither dragon nor saint are much interested in fighting. Music is used sparingly throughout and this is on a narrative and well produced album.

The Ince at Pooh Corner is another in the series of recordings by Norman Shelley. It is a long record set, and while I remember being pleasantly impressed with his first offering, Winnie the Pooh, his rather dated delivery seems to take the sparkle out of these stories.

It might have been the right voice in the 1940s when Norman Shelley made his famous Pooh broadcasts on "Children's Hour" but these records make Pooh sound like a bumbling old man. The "hums" of Pooh are also sung in the record, and their effectiveness is probably a matter of personal taste.

One of the most beautiful story records is Richard Adams's Watership Down, a four-record set narrated by Roy Dotrice. The novel has been abridged to about a quarter of its original length. Most of the rabbit legends have had to be cut, but the balance between story and description has been kept. The pastoral sections have been brought to life with music by George Butterworth. It would be difficult to think of music more appropriate to this setting of English downland countryside.

Key Dotrice was a splendid choice for these recordings. His voice characterizations are subtle, and his sense of timing is immaculate. The album contains an informative article on the story by Lisa Demetriou, and for those who have not read the book, a short glossary of rabbit words.

# Modelling

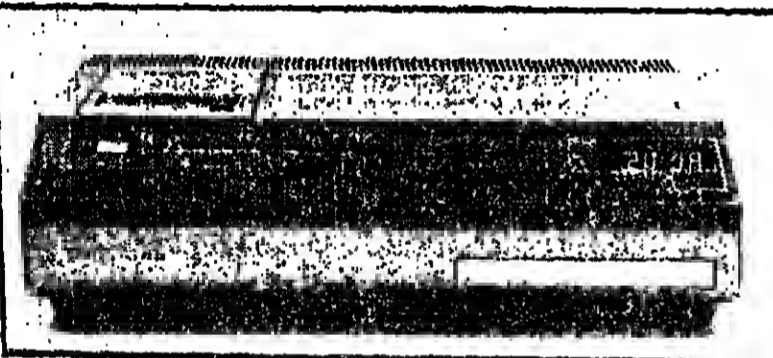
Let's Make a Model Theatre is the latest project in the Copydex series. The worksheet gives instructions for making a simple theatre from a blank curtain and adds ideas for making scenery and characters. There are also teachers' notes on use of the theatre and how to make a diorama from a shoebox. Six copies of the worksheet with one copy of teachers' notes are available free (but please include 14p in stamps to cover postage and handling) from Copydex, 1 Torquay Street, London W2 5EL.

# Skateboard Safety!

Like every sport, skateboarding requires training and an understanding of the rules of safety.

This film shows the importance of protective clothing, how to check equipment for safety, the proper techniques of falling to avoid injury, where to ride, where not to ride, the safe techniques for riding control, and the technical mastery of the champions. Commentary by expert and novice skaters and enthusiastic music from the hit record "Sidewalk Surfing".

16mm colour 13 minutes. Available NOW for hire from Folex Folex Davidson Associates Limited Resources for Learning 178 London Road, West Croydon, Surrey CR0 2NSJ Tel: 01-899 6824 Telex: 281915



The Philips N1700.

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# Pet likes and dislikes

The British Small Animal Veterinary Association is concerned about impulsive buying of pets at Christmas. They say that many of these animals end up abandoned after a month or two and that others are neglected in the home.

However, for those who have thought about the matter seriously they have some advice on the buying and care of animals. Pet shops and street traders, they say, are best avoided, not only for dogs and cats, but also cage birds, fish and other small pets like hamsters and gerbils.

There is only one reliable source and that is a recognized breeder. A list of these can be obtained from local vets, specialist periodicals or reference books.

The BSAVA also point out that some animals hibernate around Christmas and special arrangements must be made. Other animals, which normally live out of doors, must be protected from the cold.

Further advice on the care of pets in homes and schools can be obtained from your local vet, the British Small Animal Veterinary Association, 6 Woodthorpe Road, Putney, London SW15 6CQ, and the RSPCA, Caswellay, Horsham, Sussex RH12 1HG

# Poring and spouting

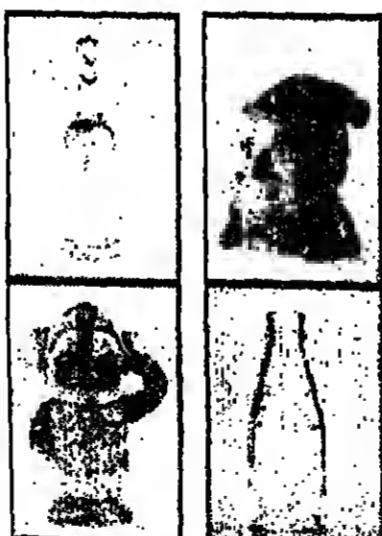
FRANCES FARRER on the V and A's Christmas activity

Say When Exhibition of pouring vessels at the Victoria and Albert Museum, Exhibition Road, London SW7, until February 12, 1978. Open on weekdays except Fridays, and weekends. 50p for adults, 20p for children, 10p for pensioners and students.

An enormous set of jugs is on show in the V & A, in an exhibition of pouring vessels devised by John Houston for the Crafts Advisory Committee. There are sauce-biins, cream jugs and posset pots, communion vessels, teapots and Toby jugs.

"Say When" refers also to the game you can play after scanning the exhibits, players have to guess the date of jugs pictured in small photographs on a board and move a marker forward or back according to the accuracy of their guess.

The exhibition brings together a fascinating range of objects from the sixteenth century to the present day and the idea of showing the variety available from objects with a common function is admirable. It is also good to see an attempt



Four of the vessels on display in the exhibition.

to appeal to different age ranges although the game, which is intended for young people of about 14 and up, might baffle Arthur Negus. However, the frog jug competition is a bit easier. To win a desirable frog jug you have to identify spouts, jug handles and two teapot bodies. This will certainly force people to look, which is the intention.

"Say When" seems eminently suitable for the South Kensington public for whom it is obviously intended.

# Food for the aged

Help the Aged, a national charity working on behalf of old people, has produced a pack for use in home economics classes.

The pack, which is available from a booklet on Nutrition for Older People and some leaflets on related subjects, the package contains subjects on "Life on a pension", "The house who cares?", "Safety in the home, food and 'Inches of age'".

Help the Aged says, however, that, while the basic skills of cooking, food safety and home management are essential to the home, many elderly people, especially those who are now expected to remain independent, have problems with the more complex tasks of shopping, budgeting and preparing food. The pack is designed to help them with these tasks.

The pack also contains two leaflets: Nutrition for Older People and People not Pensioners and a booklet of workcards on aspects of living such as heating the cold, oil and budget and the best living conditions. The pack is available for £1.75 (including postage) from Help the Aged, 218 Upper London St.

# TALKBACK

## Distance learning

Richard Freeman

The large scale use of "open learning" and "distance education" has recently been proposed as a cheap way out of many problems. In 1973 it was the DES suggesting that an "Open College" would suit the 16 to 19s; this year it has been the MSC and then technicians through a fourth television channel.

Crazy as these notions are, they have encouraged a more systematic analysis of the characteristics of open learning, and many educators have begun to consider how distance education can be used in their field.

In colleges of adult and further education a surge of activity seems to be taking place, with colleges working on schemes for distance teaching. In many, including some in the active thinking stage, are unable to turn their interest into concrete form, because they are unsure about exactly why and how they should be involved. Is it distance education or simply (it isn't) or cheaper (not always) or better (for whom)?

Traditionally, distance education has meant correspondence education, with all its problems and drawbacks. The pure correspondence course (texts plus correspondence tutor) rarely works well, however much expertise is put into its design and running. For all its flexibility and openness, it is dogged by the need for additional media—tape, telephone, laboratories, discussion groups and so on.

When the pure correspondence course is supplemented by those other media, it becomes an effective and efficient means of education for a wide range of students and courses. The obvious example is the Open University.

Given the problems of correspondence education and the effectiveness of supplementary services in maintaining morale and reducing drop-out, is there a good reason for local colleges to provide those supplementary services for correspondence students in their area?

Distance teaching can also offer an answer to some of the problems of a local college. Every tutor has the minimum class size—where two or three are gathered together... is not the motto of adult and further education. So colleges frequently turn away keen students, either because a class never started or because it fell one below the minimum class size.

No single date and time for a class will suit all students and many will not enrol because they know they cannot attend regularly. Such students include shiftworkers, mobile workers, the disabled, and people with heavy home responsibilities. If the college could offer a distance teaching service to the small class and the irregular attenders, attendance would be no problem.

All these ideas are being developed and tested somewhere in the United Kingdom. So the "how" is coming, and it is in need of development and dissemination rather than debate.

The servicing of correspondence students living in the locality has been pioneered by Barnet College of Further Education, which has provided seminars, laboratories, libraries, counselling and audio visual aids for NEC students for

more than six years. The model they developed—the NEC local centre—has now extended to nine colleges, and the number is growing rapidly. This is an invaluable service to NEC students but, because it has already been identified in the TES (January 9, 1976), I wish to concentrate on other possible models.

What specifically interests me is the idea of the local correspondence college. I use this term to mean any local adult or FE college which offers a course partly or wholly by correspondence, where the correspondence texts and tutoring are supplied to the student by the local college.

This has exciting possibilities since the local college can, if it has the right correspondence texts, build up a flexible but integrated course where the student selects all manner of services: correspondence tutoring, tutorials, seminars, telephone, taping, tape tutoring, lab work, audio-visual aids and so on.

Such a service does exist—again at Barnet—and a modest version of it has been pioneered by Steve Brookfield, at Malvern Hills College, where 50 student programmes have been arranged since the service started. But, as Mr Brookfield points out, "The inordinate amount of time required to write a full correspondence lesson unit" is a big problem in developing an extensive service of this kind.

The sad experience of many colleges is that even an inordinate amount of time is in guarantee of the development of good correspondence texts. Good text design and complex pooling of many skills beyond that of teaching.

For some colleges therefore, the solution lies in running a local correspondence course using the resources of another institution. For others, the solution will lie elsewhere—in the consortium of local colleges which develop consortium texts.

Correspondence education is frequently referred to as education for a mass audience. In fact, this is only true of text production, and it is only this that lies beyond the resources of most local colleges. But a large enough group of colleges wishing to teach the same course by correspondence may be able to form an economic text production consortium. Such an idea brings distance teaching curriculum development within the reach of many colleges and hundreds of tutors.

Any moves into distance education should be in a positive spirit, with a full awareness of all that it can offer to student and college. It is hard times which have put it into the limelight, but it must be heartily offered as a second best.

Richard Freeman is executive director of the National Extension College.



## Drama in the nursery

Roger Lewis

Recently, my drama department worked for two terms in a day nursery in Leeds. We started by taking in a dramatization of Raymond Briggs's story *Jim and the Beans*.

Four students training for secondary schools were faced with the task of adapting the story, designing and building a portable set, and producing a half-hour show. The children were excited by the whole thing (some to tears) and were awed by the giant with his giant false teeth, spectacles and wig.

The success of this led us to try something rather more ambitious: the writing of a play with the needs of the nursery children in mind. A different group of students produced a pantomime about Jack, the monkey who lost his tail and had his tail put back by Mr Foster and Humpty.

According to the nation, the children representing a wide range of social and intellectual backgrounds and used (S) were not only engaged at the time of performance, but carried the story into their own talking, painting and playing. Through the performances they were coming to new kinds of learning and were forming new relationships.

It is unlikely that natural play, or the reading aloud of stories, would have brought about such an interest. Drama, by the intensity of its appeal, can make things happen very quickly.

We were still not entirely satisfied, though, feeling that it might be more valuable to work things rather than take in pre-packaged productions. So we started using simple situations or challenges for each visit, and seeing what developed.

We first took students in dressed as nursery characters. These then interacted with the children in character. Next we carried in a large parcel and asked the children to unwrap it. Inside was the old woman who lived in a shoe, and she proceeded to give her children (the students) orders, which the nursery children helped to carry out—sweeping the floor, hanging out the washing, etc.

We noticed how much the children enjoyed the vigorous movement sequences we introduced into the story—climbing, jumping and jumping. In our next visit we concentrated on extending these movements, and were able to work with some nursery nurses in training, thus providing a mix in one unit.

Finally we used the idea of a journey in space. The children entered their space ships (formed of students' bodies) and travelled through space till they landed on a new planet. They then had to explore the surface of the planet which was made up of the bodies of the students.

Some friendly monsters were hiding, and the children had to find these and bring them back home. Once home the children had to explain the earth way of life, and teach the monsters such skills as drinking a cup of tea.

Although we were working with very young children, we all found this work relevant to the other aspects of drama training. It didn't matter what age group the students were in. The work was very demanding, and we were forced to see to our own resources, since so little seems to have been done with children of this age.

We learnt to respect the strange but compelling processes that occur in dramatic play, and we quickly came to see the great capacities of these young children to explore and freshen in work with objects outside the school system. Our plans are to move now into dance with the nursery children.

Roger Lewis is in the drama department at Leeds Polytechnic.

## Black and white focus

Carol Kayira

I strongly support Chris Pinnock's (Talkback, November 18) in the use of the term "Black British" to describe black and non-white children born or settled here. This term, which all children in British identity should be deriving from their cultural heritage, while allowing for most, is a term of discrimination based on colour.

Norma Gillies (Talkback, Nov 18) suggests three categories for defining minority groups: Asian, African or West Indian, the term "Black" should be used "in case of African origin or not".

These classifications are incorrect but, in the realities of multi-cultural Britain, there would be British-born child of a Nigerian mother and white British father.

This example, and there will be many more as interracial marriage increases, invalidates Ms Gillies' proposal, unless we are willing to teach children to continue perceiving all black children as West Indian, or even more inaccurately as "black" or "black".

It is not the children, black or white, who are the focus of the problems in many multi-cultural schools; it is the inability on the part of teachers, and their refusal to adapt to changes in society. Schools need to create a world which will embrace and give an identity to every member of the school. They also need to become aware of their own conditioning. At the moment they usually automatically "think white".

They need to develop a multicultural focus for their lesson and their thinking. You cannot teach a class of black and white children as if they are all white, and then be surprised if the racial causes problems.

A multicultural focus is essential for all schools—whether they are in rural areas or multi-cultural inner cities. While children should be taught the opportunity to consider the contribution made by people from other cultures and traditions.

Employment will bring many of them into contact with a multi-cultural environment, even if their school history has been predominantly white. The ability to relate to members of all communities, it will already be considered important, will become an asset increasingly valued in prospective employers for jobs of more multicultural nature.

"There are all the same, we make no difference between them" is a remark made by many well-meaning teachers, who teach as if every child is white. Their books, shelves, pictures and lesson presentations make no concession to the presence of black children, and show a complete disregard for the development of any meaningful identity for them.

Parents are an untapped resource for developing a multi-cultural focus. New Commonwealth and interracial families have access to newspapers and magazines, which can be ideal for injecting a multi-cultural content into collage, wall friezes, etc.

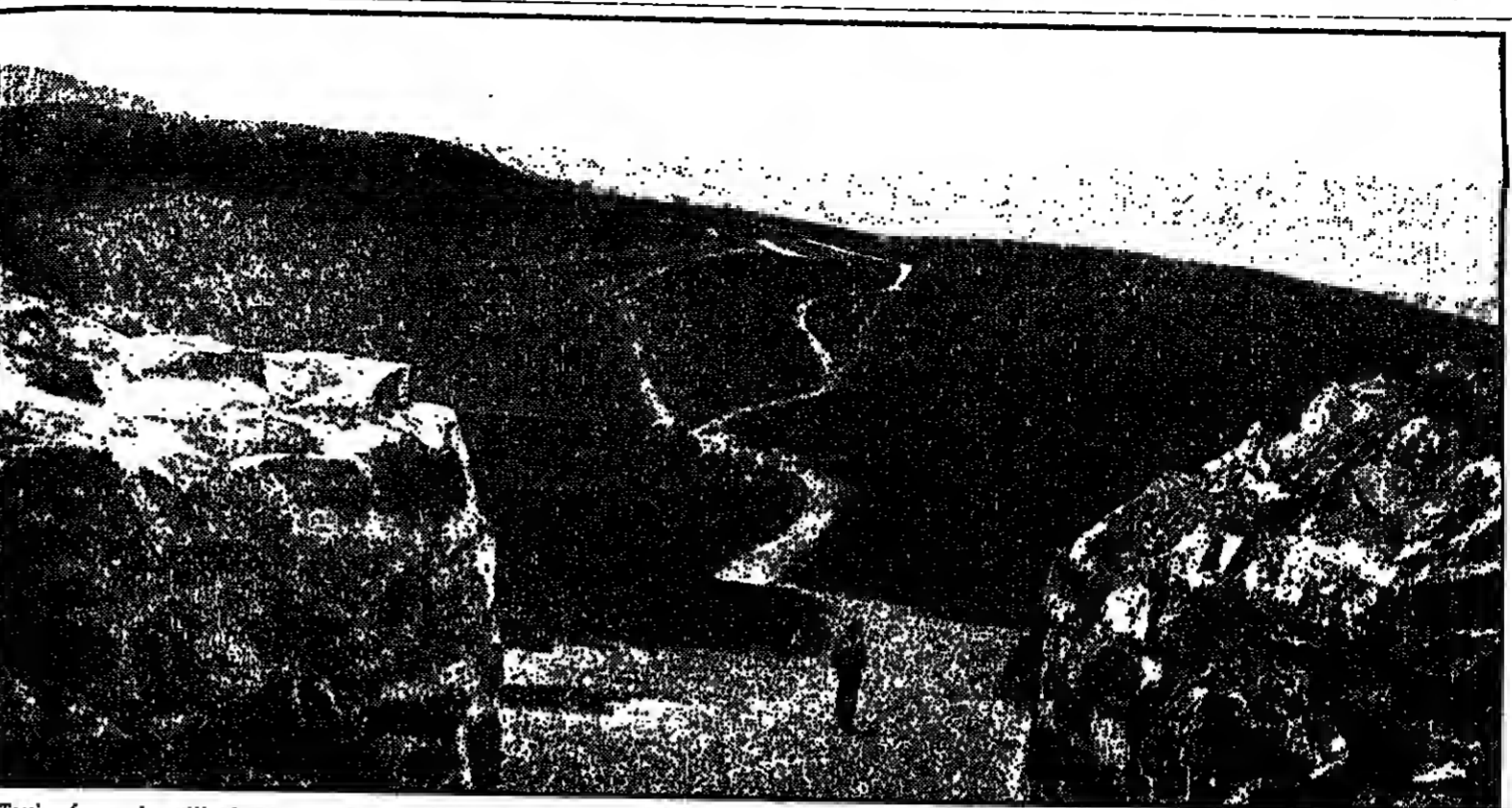
Their reminiscences of fighting alongside white British comrades in two world wars will provide a refreshing change of perspective for modern history classes. Geography lessons benefit from children being able to taste plantain and addle with the cooperation of a parent. The home-school link can be a valuable building up resources of this kind.

If such a focus is adopted by all schools at every level then all children will feel part of the school community, and know they belong. With this confidence and assurance the black British and children of minority cultural groups will not be seen as "problem", in the way they are at present.

Carol Kayira is a former teacher, and chairwoman of Forward, an organization representing multi-racial families in Britain.

# EXTRA

## Approaches to history



Tracing footpaths will often tell you more about the life of the past of an area than the most painstaking book of local history. This view on a stretch of Ojia's Dyke footpath is from Mel Fount, looking south.

## A place of honour

"Let us make of our subject what it deserves to be" writes Donald F. Harris

This is a plea to history teachers to demonstrate that their subject deserves a place of greater honour in the secondary school curriculum, not merely for its content or its intellectual rigour, but for its intellectual rigour, and its intellectual rigour.

I see and hear much lip-service, but little genuine recognition. I am given my lower-school pupils only a week, and in the upper school history is an option—as my school describes it, a subject "below the line".

A writer in *The Listener* (June 19, 1975), denigrating an inevitably shallow, claimed that pupils could be taught to "stay together as a socially unified 'family' unit for academic subjects, but for very specific intellectual gifts, mathematics—they should be set accordingly... if we are to preserve any sort of standards at all".

That letter—not my own—suggested that history and the other "ordinary" subjects "do not matter much when it comes to developing the thinking mind."

I shall only here a philosophical justification for history, merely suggesting that no subject can do so much to develop self-knowledge.

made to assess the degree of our success? These two questions reflect serious misgivings. So many schools seem to leave assessment to the GCSE in CSE exams, although responsible history teachers have long recognised that these exams do not test many of the reasons for teaching the subject.

The ritual of the external exam may well be a social and thus a political necessity (although this view has abandoned its own for a very direct entrance, without the bottom dropping out of standards; but need it be so completely the measure of history's success in a school? I remember the remark of a teacher in a school which was much more than a farthing-house for a levels: "What has happened to history? It is essentially a subject of inquiry and reflection; by the fifth form, if not earlier, we have turned it into a dogma." Thoughtful teachers in comprehensive schools will ask if the effects of trying to transmit dogma are not worse there.

The fulfilment of our objectives must come from active and explicit work towards that end. In the classrooms of the comprehensive—where the pupils' minds from a teacher's exposition of the subject content, he it never so lucid or interesting.

It is not enough to teach the structure of government in fifth-century Athens, and then set questions which ask for an assessment of the extent in which Athens was a democracy, or which require comparison with our own form of government, unless the techniques of assessment or comparison have been taught.

It might be surprising to discover how many fourth-formers find even simple comparison difficult. We take so much for granted, and so fall often to do what we wish to do, and end by blaming only the raw material for the state of the finished product.

A lower school class might consider why the Vikings disappeared from North America: why not make it clear in them that they are being taught to formulate, consider, and select hypotheses? Second or third-formers will probably study the reign of Henry VIII. There is a story; there are significances; there is help towards the understanding of the modern world in the struggle between conscience

## Out of the green roads

By Shirley Toulson

History as well as geography can be learnt through the boots. I do not primarily mean by rising long walks to remote castles, earthworks, barrows or rings of standing stones, although all these historic features have an important part to play in "history by walking".

What I have primarily in mind is the history that comes out of the actual path or road itself. After all, one such, Peddars' Way, which runs from the north Norfolk coast in a dead straight line south to Castle Acre, is actually designated as an ancient monument.

Along Peddars' Way now the rabbits are living of the recent past, introduced myxomatosis; and the fields in which the eighteenth-century Thomas Coke, of Holkham, first introduced the Norfolk system, which was to have such a far-reaching effect on the development of English agriculture, are now, for the most part, amalgamated into a wide hedgeless prairie.

Yet, despite these changes, the old road, once busy with droves of cattle, sheep and even turkeys going south; the pilgrims to One Lady of Walsingham coming north; and the traders journeying to and from the ancient town of Thetford, remains the same. To walk it is to be able to imagine more vividly how our ancestors lived.

Peddars' Way is one of the longest, straightest and most distinctive of these pre-urban inter-house paths, which can be very prettily traced, such as across the head of the Thames, and runs direct between Henley and Goring gap. At the Henley end it is aptly known as the "Peebles" road. To take paths over land was cheaper than river transport, but it carried the risk of encounters with highwaymen and brigands.

The most who took the pack horse paths across the Welsh mountains were over more in droves from robbers lying in wait for the pleasure which one has from these ways today, freed from the fear of tint dagger, loc in the vividly dramatic landscape. My two favourites are the ones that run inland from Harborough, east across the Rhinogs from the Roman Steps at Cwm Rhyllan and from the head of Cwm Neufolc.

It was in Wales, that I first discovered the fascination of these old ways and their importance to social history. I spent most of the summer of 1976 working out the old cattle drove routes; tracing green lanes, frequently flanked by banks of limestone, as they ran between the ruins of old inns, and the smithies where the oxen were shod for the journey.

Climate in these islands has not change drastically since 1000 ac so as you walk you can go right back in thought, and be almost sure that you will be experiencing much the same sort of weather as the Celts, who once inhabited the whole of Britain. You will experience the sort of climate, which the Romans endured; which the Saxons and the Vikings probably revelled in; and which the traders, from Iron Age times or earlier, had to put up with as they brought the furs westward along the ridge-way road from Grimes' Graves to Wiltshire.

The summers are certainly the same as the drovers encountered when they brought the little black cattle from Wales to the Kent marshes; or the great heifer heists from Galloway to the grazing lands of East Anglia. For though the cattle trade was busy in the Middle

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passage about writing by Ted Hughes. Teachers who might like a copy for their English class should send 50p (including postage and packing) to Aogola Lamond, Workhouse Press, The Old Convent, Stroud, Gloucestershire.

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Sir Thomas More, see page 33

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continued on page 30

"Out of the green roof..." continued from page 29. Ages, it was at its height in the eighteenth and early nineteenth centuries.

All the drove paths intersect with the more famous ones, that are clearly connected with the important names and big historical events. Often you can find yourself walking along (and tracks, which were once military thoroughfares, like General Waile's roads in the Highlands).

The Youth Hostels Association (Trevellan House, 8, St. Stephen's Hill, St. Albans, Hertfordshire) now runs a fortnight's walking adventure holiday, which begins with a visit to Colenden Muir, follows several sections of Waile's roads, and which includes climbs and strenuous hill walking in the rugged, rocky coasts where Prince Charlie hid along his escape route in 1745/6.

Less remote, but in some places equally beautiful, is the Cotswold Commission's long-distance footpaths, which for the most part follow the course of Old's Dyke. The Old's Dyke Association (Knighton, Powys) have produced a folder of history notes linked to the path. They combine a walkers' guide with detailed explanations of the importance of various sections in prehistoric and Roman times, as well as during the vital years of the Saxon invasions and the later medieval battles, when the dyke was an important military zone, or the English tried to subdue the Welsh.

Personally I am more interested in farming than war; and walking is often the only way to appreciate how changing patterns of agriculture have altered the landscape, or to appreciate the decline and fall of certain industries, particularly those connected with quarrying and mining; and to trace the scars left by once-flourishing transport networks like canals and narrow-gauge railways.

The Dalea Centre (Clyven Cottage, Grassington, Yorkshire) runs walking weeks which explore the Bronze and Iron Age settlements in the area, as well as hunting at the seventeenth century farmstead and out-buildings, and the marks that indicate how farming has developed

down the centuries from that time. This is an area in which quarrying, home-woven hand-loomed woollen textiles, and the disused lead mines are as much a part of the working landscape as the eighteenth century cow byres. Times again it is the paths you walk along that matter. Between all the places you visit, you follow ways taken regularly by draymen, monks, and tinkers.

Beautiful as these places are, it is important to remember that it is not only the paths through remote, dramatic countryside that carry associations of past ages. Town walks must be considered separately for these buildings naturally dominate the streets; but any stretch of countryside, however apparently suburban or ordinary, will yield evidence of old trees, ways, and long distance paths, are way-marked across areas of outstanding natural beauty for the benefit of holiday walkers and hikers, or only coincidental, relationship to the old ways. To find these you have to be your own detective.

The new 1:25,000 (2 1/2 in to the mile) OS maps, covering an average of 2 1/2 by 2 1/2 kilometres, are a valuable tool. Tracing the footpaths marked there as they run past pits, canals, moors and standing stones, and noting their relation to churches, old inns, farm buildings, will often tell you more about the life of the past in an area than the most painstaking look of local history.

Now that so many hedges have been removed, the old stone walls made marks on any landscape or often the footpaths. Many of these old rights of way have got lost as the developers (including the Forestry Commission) take over the countryside to their own use. But these courses hardly ever get changed, for ironically the legal changes are much higher for anyone who wants to alter the direction of a path rather than have it closed.

Shirley Tomlin is walking with Pig Godwin in "The Drunken Roads of Wales" (Wildwood House).

# New girl at the Ministry

A profile of Alison Heath, education officer at the Department of the Environment. By Gillian Thomas

A palace or simply a prehistoric stone in a field. Just how a teacher can make the best use of Britain's 750 historic monuments is the concern of Alison Heath, the new education officer at the Department of the Environment. All of them are her responsibility, except one—the Tower of London—which already has its own education officer.

Understanding, enjoying and caring for our special heritage could be the concern of us all," she says. "Children need to be encouraged to appreciate and protect the past in order to understand the roots of our civilisation." By presenting children with first-hand experience of the past, history becomes reality for them instead of remaining in the same category as fairy tales. She intends to concentrate on ways and means of helping teachers to put this over.

She also sees historic sites as a valuable resource in teaching other subjects. Geography, natural history and conservation can all come to life through a well-planned visit. For this reason she emphasises that school outings to historic sites should be regarded as an extension of what is going on in the classroom, not merely a day out. Having been a history teacher herself, she knows just what it is like to be on the receiving end—and, in fact, has been quite astonished at how much the department has to offer. She readily admits she was totally unaware of it during her own teaching days.

After graduating at Manchester University in history, she studied for a postgraduate Certificate of Education at Nottingham and then taught at a grammar school. However, she was interested in museum education and so jumped at the opportunity of becoming an assistant

education officer at the Usford City and County Museum when the job came up. Next she moved to the Buckingham County Museum, but then back to teaching in a primary school in Vauxhall, when marriage entailed a move to London.

Three years as education officer at the Geoffrey Museum followed. Now comes the exciting challenge of



Mrs Alison Heath

building up an education service from scratch at the Department of the Environment.

One of her first major projects was to organise a seminar for 10 teachers at Fountains Abbey, North Yorkshire, in conjunction with the Historic Education Unit. Another recent is a short course on "The

educational use of museums, ancient monuments and historic houses." This is being run at the University of York from April 2 to 6 in conjunction with the DES.

Battle Abbey, recently taken over for the nation by the Department, is of particular concern to her at the moment. At a symposium there on June 23, teachers and historical advisers looked at all the possibilities. Their findings could well have wide implications on how to interpret historical sites in general and castles in particular to the public. A still-film on how to make the best use of a castle visit is being prepared. It will be released next year.

She goes on: "Where do you begin, with a standing stone in the middle of a field or the ruins of a church? I hope teachers will write to me for background information on any projects they are thinking of doing. I can suggest which sites can refer to before, send them leaflets and extra material for work cards and information on the sites themselves. And I shall be building up an ever-growing information pack as we along."

With a vast Department of the Environment to deal with, both teachers and children as well as they are looked in advance. They range from prehistoric sites to palaces, like Hampton Court and Clarence House, but none predominant.

She emphasises that teachers should always go to see a site before hand. "For a successful visit they need to find out all the practicalities like whether there are any laboratories at a castle—and about all whether the monument is open to the public."

For example, there is a great deal to see on a whole day visit to see one castle, but it is better to visit a number of sites where a one-hour or a half-hour visit is possible at the same time.

Mrs Heath intends to visit all the sites herself at some stage—a permanent operation in itself, but one she feels is important if she is to be able to give the best information about them. She also wants to build up a network of "deputy" sites for instant reference—the lists of all the locations, the department can provide and a bibliography for each site.

She would also like to see more subject leaders induced. For example, this is the case of Mary Queen of Scots at the Civil War and Richard III are other obvious possibilities. She is also helping to coordinate all the publications and information material at the sites themselves, as well as being involved in preparing lists of sites for teachers on the first of these is the book of the week of the monument, illustrated at Fountains Abbey.

It was a direct result of the seminar there when teachers suggested it would be a useful resource to have, it should be of considerable interest from the careers point of view.

Mrs Heath is also finding it as hard as possible, not only to spread information about projects for sites, but also to talk about the department's facilities generally. For example, there is an excellent film library from which films can be hired in some cases free. She also chairs a working party on the use of audio-visual aids which is looking particularly at the needs of the handicapped in the training of teachers. At present, she was recently at the British Council as a result of her appointment with the International Council of Museums.

She admits to being very much an internationalist. "In this field we can all learn a great deal from what other countries have to offer. In fact I find it a great inspiration to see what is being done elsewhere. If children are given the opportunity of studying a subject in depth, they come to understand it better. And that's what we are hoping I shall be able to help teachers do more effectively."

After teaching in Ontario for 25 years Donald Harris is now head of history, Meole Brace Modern School, Shrewsbury.

Has the "new" history become the new orthodoxy, accepted as willingly and uncritically as the history it replaced? ask Richard Brown and Christopher Daniels

# The "new" history—an essential appraisal

It is ten years since the great debate on the character and structure of history in schools and, indirectly, in higher education began.

The result of this has been the evolution of the so-called "new" history. It has been called a revolution in the teaching of history in schools, an educational triumph in historical understanding. Teachers agree that it has rescued history from a sterile death as an individual discipline, but has it?

Does the revolutionary fervour that marked history in schools in the early 1970s still persist or have the forces of tradition and the lack of capital proved stronger? Has the "new" history become the new orthodoxy, accepted as willingly and uncritically as the history it replaced?

It seems to us that an appraisal of the new history is long overdue and that it is essential for a synthesis between the old and new approaches to history in schools to be developed.

The new history was developed as a result of the belief, probably justified, given the growth in humanities and environmental studies courses, that the identity of history as a subject in schools was in danger. This attack was part of the larger educational assault on the older methods of teaching history and in particular upon the educational relevance of subjects in the new comprehensive structure.

It was within this educational environment that the new history developed. Its creative energy was a consequence of the need to defend the position of the subject as much as any real desire for change among many teachers of that subject. In many ways the manner of its development as an essentially defensive response to a given situation was to be one of its major weaknesses. Once this creative

energy had been exhausted the new history became accepted as uncritically as the older methods.

If you ask most history teachers what the new history means they will concentrate on certain clearly defined areas. They may say that it is about skills, the use of documents and archive units, going to the local museum and record office, the use of historical games and simulation, the development of more relevant courses in modern and world history either by examination boards or through the ubiquitous mode 3.

It is very easy to allow oneself to get into the rut of thinking: "Well, I use all or most of these new techniques, so I must be a teacher of the new history." In this way one orthodoxy replaces another.

We are not denying that there have been major benefits from the development of the new history. There is now far more pupil interest and involvement in the subject as the success of the Local History Classroom Project in Suffolk shows. This concentration on skills has led to a more effective teaching and objectives more clearly. There have been two Schools Council projects associated directly or indirectly with history. It is highly improbable that history could have survived the changes of comprehensive reorganisation without these elements of the new history.

But there seems to be little doubt that the processes we have examined were part of a surge of creative energy in history which in longer exists. Schools and colleges now use overhead projectors, transparencies as they once used "chalk and talk" and emphasize empathetic responses where they once concentrated on "facts". If the new history is not to become as sterile and stereotyped as the old then we believe certain important developments must occur.

The most important development must be the resolution of the problem of skills and content which respectively seem to epitomize the new and old approaches to the subject. Some form of synthesis is essential. We have argued elsewhere for the consideration of a microcosmic-macrocosmic approach to history in schools. The microcosmic refers to localities using local documents and the skills and techniques so essential to the historian should be used in relation to the macrocosmic study of larger units (national-international history).

In this way local history can highlight problems dealt with generally at national-international level whereas the latter provides a matrix into which local history fits. There is a vital symbiotic relationship between local and national-international history which has been largely ignored by school teachers. It allows the pupil to examine the validity of the generalized statements of the historian in relation to the local environment. In this way a synthesis between skills and content may be achieved. It allows effective skills to be developed more than occurs at present, while not reducing the expansion of cognitive skills.

We believe that this is what the new history ought to be achieving. It allows the pupil to understand the realities of history as far as his abilities will allow. It may not be mature history, though it is to be hoped that this will ultimately develop in the pupil. It permits the teacher to examine his subject in a total sense, a rounded manner, rather than as a fragmented discipline—and so increase the awareness within his pupils. The history teacher has not really examined the implications of the Bullock Report for his subject. The historian uses a complex

language in which the concept is of major importance. Terms like "laissez faire" and the "state" may be readily understandable to the teacher but they form major barriers to understanding for the pupil. History is a subject which is of interest and value to the whole ability range. This necessitates the development, via in-service training, of the remedial and linguistic skills which make teaching the whole ability range practical. The aphorism that "every teacher is an English teacher" applies to all subjects but much more so to history which uses language, orally or in written form, all the time.

The Schools Council has examined the place of history in schools from 8 to 16 years. It is essential that this process be extended to the sixth form and beyond. This process might be aided by the involvement of universities and colleges of further education in the debate on history. Few university lecturers actually go into schools to discuss history with teachers and yet they are highly critical of the students they actually get from schools.

This lack of involvement is not confined to higher education. Many teachers of history are sufficiently involved in their subject. The decline in local history groups and courses for history teachers needs to be arrested now. It comes as a surprise to us that teacher in-service training courses in history are neglected. For example, there is only one person doing the Exeter MA in teaching history this year. While some of the developments of the past ten years outside the abilities of many teachers? It seems that the creative spark of the new history has not been sufficiently kindled.

History may be seen as one of the major synaptic disciplines. It embraces a wide range of subjects and raises in clarity by utilizing the

skills and ideas of other disciplines while still retaining its unity and uniqueness as a subject. This needs to be extended—eg, how it is possible to examine eighteenth-century politics without some understanding of the sociology of elites? Or the "industrial revolution" without some understanding of the processes of economic growth?

Finally, we see the need for further research into the teaching of history. Three areas need concentrating upon in the next five years: the uses of documentary materials and the problems inherent in this; the uses of history for the non-academic and remedial; and some consideration of history across the whole five to 18 age spectrum. These areas, we feel, would be of particular relevance to the teacher.

The past 10 years have seen pupils "doing history" for the first time. They are asking questions—when, how, why, how do we know?—which were rarely asked before. Yet in many schools history is still feeding information to passive or disruptive pupils. We do not see the new history as the current orthodoxy but as a development that contains much creativity which has not yet been tapped. It is vital that this occurs. If it does not then in 10 years' time the question of "history in danger" will be raised again.

We have mentioned some ways in which we see this creativity being developed. The danger is that they will not be acted upon and that the legends of Clitham and Flues will also be the decade when history ceased to be a relevant and valued subject in the school curriculum.

Richard Brown teaches history at the Loughston Regis Upper School, Dunstable, and Christopher Daniels at the Royal Latin School, Buckingham.

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# Whatever happened to history teachers' associations?

By Terence Gwynne

In May, 1969, the first volume of the *History Teacher's Association* was published. It contained 23 local associations of history teachers. Although some of these had been in existence for a long time many were relatively new creations which, like the new journal itself, reflected an increasing concern with the state of history teaching and its relationship with other disciplines.

There had been much talk of "history in danger", and, indeed, the very existence of the subject as an accepted part of the school curriculum was being questioned. It was a time when it seemed that something needed to be done and in the words of the then president of the Historical Association "the new periodical had been sponsored in the hope that it would encourage teachers of history to invent new ways of teaching and to explore the exciting possibilities of the subject."

It was in such a spirit that local associations of history teachers sprang up all over the country. By November, 1972, *Teaching History* could list 44 such associations. History may well have been in danger, but its supporters were not about to leave it undefended. The range of activities undertaken by such associations is reported in successive issues of *Teaching History* was impressive; almost everything of current concern to the history teacher seemed to be covered in one form or another.

From 1973, however, the editor had to make appeals for news from local associations and the first year was a lean one. When in 1976 the publication of details of local associations ceased in the new *History Teacher's Yearbook* only 15 associations were listed. Thus the decline of the movement seems to have been just as rapid as its rise. There are, of course, exceptions and many continue to flourish.

Since secretaries from time to time received inquiries from researchers who had taken the trouble to research it is possible that

a comprehensive account of the movement will one day appear. In the meantime, however, a number of questions deserve at least some preliminary consideration. Have the possibilities been exhausted? The range of activities already covered makes it increasingly difficult to plan fresh programmes. In other words, the associations have become the victims of their own initial success.

This can be made worse by competing demands upon the potential audience: the division between activities appropriate for the Historical Association and those appropriate for local associations is blurred at best. It may be that this is as it should be and many would prefer the notion that such a division should exist. But like it or not the relationship between "academic" and "professional" studies in history does create tension. Teachers for the most part want something which is clearly and immediately relevant to the classroom and this poses another question.

Have associations lost the confidence of teachers who in the end saw little relevance in their activities? There is, for example, a limit to the interest which can be displayed in the problems of miscellanea teaching, but the association which can provide a speaker with the answers will no doubt get a full house.

Have the fairly large general associations found it necessary to redefine their role? Many seem to have been compressed into small working groups for specific and precisely limited activities. To this extent much of the initial impetus is being maintained.

Yet, the experience of the Cambridge History Teaching Trust has been that members have always responded better to meeting additional "weakness". Such is the dilemma facing the committee in planning an appropriate programme.

In any event, there are considerable problems facing those seeking

an attractive programme. It may be that associations have not been widely advertised but the six-figure teachers and their families in between.

One might also ask whether very large numbers of teachers find themselves teaching less than all sorts of general work in history and who are frequently found in the history teachers' association.

There is also the question of what extent the current activities have affected school education. It is unfortunate that many new members often find it difficult to find time and energy as well as resources. Teachers must ultimately be successful if they wish to survive in their own situations.

The situation is, in itself, a complex and simple answer might be sought. This has been a speciality under one or two possibilities, but in the end must return to the key question: must return to the key question?

Assuming that there was a return to history and its supporters it is necessary to take up what its interest, we now need to be whether the battle has been a victory which allows the time to take a well-earned rest at the end of the Civil War the year 1525. Sir John Astley told his captain, "You have now done your duty and may go to play, which will fall out amongst yourselves."

Local associations of history teachers, like the "stalled" ones of 1973, were apparently born in crisis. The ultimate question is: Can they survive better times?

"It is 500 years since More's birth and an interesting moment to celebrate all he stood for", writes Sheila Sinclair introducing the National Portrait Gallery's current exhibition "The King's good servant—Sir Thomas More 1477-1535"

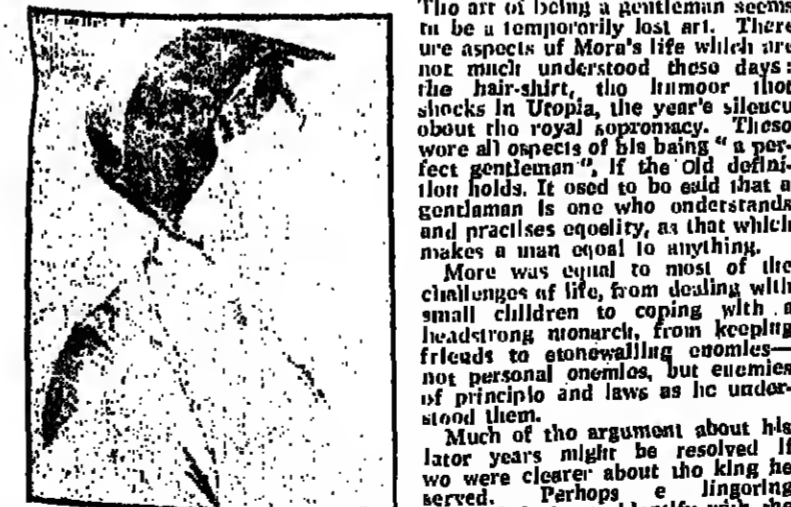
# More and his circle



Sir Thomas More, his father, his household and his descendants (detail). By Rowland Lockey (1533). Coll. National Portrait Gallery.

"What", wrote Erasmus to Fisher, "has nature ever created more sweet, more endearing, more happy than the genius of Thomas More?" In the same letter, he went on to praise in other mutual friends. When he heard Colet speak, he seemed "to be listening to Plato himself". Linauer's judgment by described as "acute, profound and delicate". And of Colet he said: "Who does not marvel at such perfection of intellect?"

The art of friendship is only one aspect of the story of More and his circle. It is an almost universal story, with something of interest to everybody. Within it, you can discern the steps in the establishment of a tradition of education. You can observe how the Englishman, then as now, puts his trust in common law, while yet receiving the humanist interpretation of the Platonic theme. You can see how a spirit of life can encompass a family life and how both can set a standard of elegance and refinement in society.



John More only son of Sir Thomas More. Portrait by Hans Holbein the Younger. From Her Majesty the Queen's collection.

More was equal to most of the challenges of life, from dealing with small children to coping with a headstrong monarch, from keeping friends to encountering enemies, from personal enemies, but enemies of principle and laws as he understood them. Much of the argument about his later years might be resolved if we were clearer about the king he served. Perhaps a lingering national desire to identify with the Tudor period, the last period of all-round greatness in English history, clashes with the simple fact that Henry VIII might not—Professor Elton says—have been the perfect reflector of English attitudes at the time: not in the way that Elizabeth I was. Yet the same might be said of More. If he stood for his age, it was clearly on the edge of transition, the splendid canal court. There is the literary scene, encompassing everything from the friends' social

virtually leading the movement which was to develop as the English renaissance. The exhibition catches all controversy. Its subject is Sir and Saint Thomas; and the part of the display dealing with his posthumous reputation does not extend to recent argument. The catalogue commends R. W. Chambers's 48-year-old life as still the standard work on More; and there, of course, More is presented very much as a European figure.

The loans from abroad testify to this. From Nuremberg, comes the Dürer engraving of Firebringer. From Louvain, the doctoral diploma of Busleyden, who endowed the college there for the study of Latin, Greek and Hebrew. Laganos sends Holbein's only surviving painting of Henry VIII; Much offers More's 1523 reply to Lullay; Valencia sends the unfinished discourse, *de Trinitate Christi*, written in the Tower.

From nearer home are old favourites like Torrigiano's terracotta of Henry VII from the Victoria and Albert, and Colet's statutes for the first high master of St Paul's. Four versions of *Utopia* show that it was translated into German in 1524, nearly three decades before an English edition appeared.

Younger visitors will be especially taken with the drama of the display but it must be admitted that some richness is veiled by the dim denuded by many fragile exhibits. A substantial programme of school visits has been arranged. Programme A for sixth forms will include an introductory film lecture. Programme B for those below sixth forms will include a film called *A Matter of Conscience*.

School parties, for whom application is made in advance, will be charged at the rate of 10p a head, with an extra charge for the exhibition programme. Applications should be sent to the Education Department of the National Portrait Gallery, St Martin's Place, London WC2R 2HP. For visitors in general, there will be other events during the day or evening. Professor T. J. B. Spalding, of the Warburg Institute, and Professor Herbzig, of Düsseldorf, the selectors of the exhibits and editors of the catalogue, will both be giving lectures, as also will the Professors J. J. Scarisbrick, G. R. Elton and Louis Martz.



Portrait of Sir Thomas More. From Her Majesty the Queen's collection.

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continued from page 32

Indeed, interviewing may help them to become sensitive to, aware of, other people's lives. It may also stimulate them to use libraries and other resources, explore new environments and many more. It is an investigation. Provided not too much is expected, there is obviously value in the process far some children.

At the same time it has been discovered that pupils find many of the skills extremely difficult to master. We need to know more clearly how to relate projects to the stages in children's development. What are the best methods for getting oral evidence at different ages and how can it be linked with other research methods?

Another problem is the danger of presenting history through oral evidence as a picture of unbroken progress. Then how can we encourage the personal skills required for interviewing? They could practise by interviewing their own teacher or potential interviewees could be asked to rehearse through part of an interview in front of class. It is important, too, that pupils are valued for themselves and not simply as sources of information.

It is also necessary to teach children how to form clear, open-ended questions which might be done by criticising earlier interviews such as those recorded by their teachers. Gaining mechanical expertise in handling tape recorders depends on the school's general policies towards the recording of oral history. Technical problems are generally less using modern cassettes with automatic level controls.

Last year's Oral History Society Teachers' conference launched an argument for a place for oral history in the school curriculum because it provides a direct product from project work, helps children develop a sense of evidence, encourages discussions and opens up local history for exploration. Oral history, they thought, encourages an imaginative approach to history in general, promotes empathy by extending a pupil's range of human understanding, and, indirectly, increases their historical awareness. If we move history away from the purely descriptive level and look at people as people rather than as disembodied entities, something can be caught in the context of the wars, unions, treaties and congresses, we shall surely be doing history a great service.

The Oral History Society is compiling a pamphlet of practical information for teachers, and is anxious to hear of attempts, successful or otherwise, of using Oral techniques in school. (Sally Parkis, 41 Highworth Avenue, Cambridge).

Sally Parkis is the author of 'Fishermen' recently published by David and Charles.

# Recalled to life

History teaching in the US has been moribund since the sixties. Now the pendulum has started to swing, reports Andrée Brooks

In a Chicago classroom earlier this winter eager 10-year-olds were being handed questionnaires for grandin in answer. Out in Los Angeles Chicago youngsters were delving into their colourful heritages as descendants of Mexican Indians and Spanish conquistadors. Back in New York high school students were being asked to watch a new Thursday night television series about (part-of-the-century) life called *The Best of Families*.

These are just a few of the many imaginative ways in which dedicated history teachers around the United States are resurrecting their subject. Moribund since the rise of the progressive movements of the late 1950s, it was then that the teaching of history, along with everything else that had a traditional or establishment taint, was tossed unceremoniously into the proverbial garbage can.

History departments found themselves being dismembered, merged under the more general umbrella of social studies. Popular, trendy subjects such as psychology, ecology, human relations and anthropology took over history's place. Radical teachers together with their students rejected the lessons of the past as irrelevant to the fast-changing present. Why learn about old blunders?, they asked. Why waste time on a subject that never told the truth anyway?

History fell further into disrepute as black laudets of the Civil Rights movement exposed flaws in traditional American historical texts that had all but ignored the contributions or indeed the disgrace heaped upon black people. Student demonstrators questioned the value of studying historical precedent as political malfeasance grew uglier.

Now the pendulum is finally swinging back. Almost overnight new methods of teaching history are rising phoenix-like from the discarded ashes of the old. Last spring, for example, the television production *Roots* (the story of a black slave family brought over from Africa) had instant impact. Suddenly everyone wanted to trace their own family roots. Genealogy became a national pastime. And history teachers were quick to take advantage of an unexpected bonanza. Ethnic history was born.

Through this very personal family link with the past children are finally recognizing that history is very much a part of understanding their lives today. Says Dr Phillip Woodruff, member of the board of directors of *History Teacher* magazine, "Working backwards through their own families they are coming upon events which affected their family members—possibly even causing them to emigrate to America—and so interest is generated. What grandmothers and grandpas left behind or found they re-create with music and song, poetry and dance the atmosphere of social events in times long past, in suit the period, backed by readings from the contemporary literature. Such is their skill that they hold sophisticated adult audiences spellbound. Their effect on children can be electric."

Her teaching sessions run from half-an-hour to a maximum of two hours, her theme usually an interplay of contrasts and similarities, her aim to show the different modes of expression used in the expression of age-old hopes and fears. She does not like the company tied too closely to one subject, however: "We can illustrate literature, drama, dance, and much on other subjects as well as history."

For schools one factor that could be inhibiting for the less resourceful is the cost. Maintained schools are so protected by subsidies that acquaintance with reel costs can be a shock, greater or less depending on the requirements. For the Nonsuch group, enjoying no subsidy (the company is among the distinguished band of those whose requests for nominal Arts Council aid has been refused) reality can be stark and fees must reflect that.

Said Peggy Dixon: "It depends what is wanted but if two people are involved then a visit will cost an average of £50. That may sound a lot but you have to remember it includes the preparation—scripting, rehearsal, travelling and the living costs of those involved, of course. If we could get enough schools interested we could establish a repertory and that could cut the cost."

The company's wardrobe represents a stable investment, each costume as authentic in design and detailing as studies of old prints, hints by writers and the availability of materials will allow. They cost between £50 and £80 apiece and they are made by Mr Jack Edwards, a leading member of the company.

Similarly the year's best-seller *Trinity* by Leon Urin, explaining Irish history through the interaction of three different families, became acceptable in place of more traditional texts for Irish-American students to use to study their past.

And, as ethnic history was evolving into a whole new trend towards personal history, the more relevant discipline of psycho-history (which had stayed quietly in the background for quite a while) now came into its own and took on an added importance. Besides, it could be used handily in conjunction with the current fascination with psychology generally.

Yet another idea currently capturing the imagination of both teachers and students alike is the use of primary sources such as diaries, eye-witness accounts, archival records, diaries, reports from correspondents in the field or newspaper accounts of the day.

"We call this the discovery process," says Dr Woodruff. "We allow the student to draw his own conclusions from these sources instead of being served history already interpreted by an historian or an author—which is something he has grown to distrust and dislike. It also gives a student a sense of immediacy—of being there and actually involved."

However, many history teachers feel the most lasting impact may well come from something called "The History Education Project". Set up in the early part of the decade under a federal grant, it has tried to better organize the availability of a diversity of primary sources so more schools could benefit. It has also had success in persuading leading historians to actually go into secondary schools to demonstrate, develop and blend all those newer initiatives into more lasting, meaningful and palatable form.

Finally, for the first time in years, history teachers are reporting a new awareness and anxiety among parents—usually expressed at conferences and PTA gatherings—that an entire generation may be growing up with scant knowledge of its past. This concern may provide the foundation for the most fundamental revival of all.

The next step was to "invite members of the museum staff to speak to graduate students in history as part of their methods course in an attempt to encourage the rising generation of teachers to make the widest possible use of museum materials. It was then realized that students could gain even more by visiting the museum. Every group has found this part of their course enjoyable, and the students admit that they learn a great deal both as historians and as teachers."

Having seen what materials the museum can offer, students are then invited to choose one of the loan kits and to devise research units for class room use. The students are given the opportunity to use this material during teaching practice and in some cases at least part of the final assessment is based on this work.

For example one young man was particularly interested in medieval castles. He knew that there was a castle site near Kinloch School, in

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# Period piece

History dances when the Nonsuch company visits a school. By Owen Stridge

History lessons could take on an entirely new dimension if some genius would produce a Welshian company of actors and dancers. Then authentic figures from the past could be sketched at the press of a button and the interest of even the most reluctant pupil could be sparked into life.

Our master technologists have no answer for that one, but there is a little-known specialist theatrical dance company which can perform the trick. It is the Nonsuch History and Dance group, whose members have made a study of the evolution of social dancing in Europe.

In their rare public appearances they re-create with music and song, poetry and dance the atmosphere of social events in times long past, in suit the period, backed by readings from the contemporary literature. Such is their skill that they hold sophisticated adult audiences spellbound. Their effect on children can be electric.

Her teaching sessions run from half-an-hour to a maximum of two hours, her theme usually an interplay of contrasts and similarities, her aim to show the different modes of expression used in the expression of age-old hopes and fears. She does not like the company tied too closely to one subject, however: "We can illustrate literature, drama, dance, and much on other subjects as well as history."

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Dancers of the Nonsuch Company in medieval garb.

who is also a trained dressmaker. For Peggy Dixon the adventure that is Nonsuch started with a love of dancing and of history that has been with her as far back as she can remember. She was drawn into the study of period dances, and also into a much closer acquaintance with English literature, following in her footsteps at Mrs Joy Collett, London. She started the group in 1967 but things did not really take off until Jack Edwards joined it, bringing a professional experience to the theatre.

By 1975, still essentially an amateur group, it was able to fill London's Queen Elizabeth Hall for one of its programmes. This event marked the determination in launch into professional life. Unhappily the decision also split the cast and those wishing to remain amateurs withdrew.

This was a major setback and the schizoid that ensued: still rankles but, despite perennial financial difficulties, Peggy Dixon is steadily rebuilding her company from a small nucleus of actors and students. I asked her if she had thought of giving up; her reply was determined, devoid of rhetoric.

"No, it is like travelling a road; you go forward but sometimes you must go downhill." So she coaxed pupils to bring in funds and curate an annual summer school at Mucklock College of Education. She also ponders the possibility of launching a public appeal for aid.

*Nonsuch (History and Dance) Ltd.* is an educational charity and teachers interested should write to Peggy Dixon at 16 Brook Drive, London SE11.

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Over the past four years there has been active cooperation in Dundee between the museum and Dundee College of Education

# Better than history

By Mary Cuthbert

For some years it has been accepted that the museum services might play a part in the education of pupils, not merely when classes descend on museums at the end of the summer term for a day out but also throughout the year as a basic part of the school curriculum. Considerable progress has been made in this direction in Dundee, where the extension services section of the museum department operates a thriving service for schools.

In addition to guided tours, slide talks, notes and activity sheets, which are offered, children can handle a wide range of museum objects, dress up in clothes of the period, sit at Victorian school desks and try their hand at copperplate writing, using dip pens and ink. Boxes of historical ranging from Stone Age axes, reproduction suits of Roman armour, Viking helmets and Victorian cooking utensils can be used in the schools, especially where access to a museum is difficult or costly.

Over the past four years there has been active cooperation between the extension services section and Dundee College of Education history department. To begin with, this was at a modest level but over the past four years there has been a substantial increase in the use that has been made of the museum which were specially designed for school use.

The next step was to "invite members of the museum staff to speak to graduate students in history as part of their methods course in an attempt to encourage the rising generation of teachers to make the widest possible use of museum materials. It was then realized that students could gain even more by visiting the museum. Every group has found this part of their course enjoyable, and the students admit that they learn a great deal both as historians and as teachers."

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## Book review

# The debate continues

By Rosemary O'Day

*European History, 1500-1700.* Edited by Peter Wells. London, W. & A. Knopf, 1975. Pp. 400. £4.00. *Sixteenth Century Europe.* By L. W. Cowie. Oliver and Boyd £3.50.

These three books look at European history (or, more precisely, the history of Western Europe) in the fifteenth, sixteenth and seventeenth centuries from rather different perspectives.

*European History, 1500-1700* may appear from its unimposing title to be a school textbook of the most boring variety. In fact, it is nothing of the kind, being a pioneering venture in the teaching of history to sixth forms and universities. The book presents a wide range of the content of the Sussex tape conversations dealing with problems in European history in the so-called early modern period. There is no attempt at narrative history—as the author says, he talks to teachers, both facts and opinions but they also increase the student's awareness of the fact that "the study of history is by nature a debate, not a turgid repetition of received truths."

The sixth form teacher will find that this book can do well beyond the nature of history, historical facts and historical interpretation and a study of historical method and "trends", as in discussions of the period itself and the issues raised therein. The individual conversations treat important controversies; some of the excitement and immediacy of the tapes is lost but the discussions of such issues as the connection between the Renaissance and the Reformation or the rise and fall of Sweden remain useful.

Such essays as these, however, are only of use to the student who has already grasped the chronology of the period and of the "facts", upon which the interpretations of historians are based. Unfortunately many of the products of our sixth forms never get beyond working on textbooks of the "period" study, never sampling the work of contemporary historians or dipping into original texts. And, even more unfortunately, the textbooks which loom so large in the education of sixth formers have more of the old and not out of date in content and approach. Now that schools are finding it financially impossible to replace their textbook stacks, this problem is becoming even more acute.

L. W. Cowie's *Sixteenth Century*

# WORLD WAR ONE

Edited by Peter Liddle

These resource materials on the First World War provide a wide range of primary source material for O-level and CSE pupils. Eight booklets form the core of the material, each concentrating on a particular aspect of the War. It can be used as a complete course in itself or to supplement other schemes. The documents in the booklets include letters, diaries, reminiscences, photographs and official papers as well as case studies of families, individuals and localities. The personal nature of the material gives a sense of what it was like to be there, to live through the War, either at the front or at home. The filmstrips and newspapers provide additional source material and the accompanying workbooks contain ideas for projects etc.

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# English History and Local History

In the new year the TES will publish many reviews on English history and the burgeoning field of local history.

# Community spirit

At Stantonbury Campus two musical documentary plays have brought national and local history vividly to life. By Roy Nevitt

Two recent projects at Stantonbury Campus illustrate attempts to integrate drama within the curriculum. In the first, a musical documentary play, *The Burston School Strike*, was performed by a community school, and to continue the values of drama in education with the excitement and education of drama in the classroom. The second project, *The Burston School Strike*, was performed by a community school, and to continue the values of drama in education with the excitement and education of drama in the classroom.

For Burston we had the advantage of Ben Edwards' book, *The Burston School Strike*, published by Lawrence and Wishart. Mr and Mrs Tom Higdon, teachers in Norfolk, were sacked from their posts in the village of West Dereham, not for incompetence or moral laxity, but for their refusal to accept the school's religious and nationalistic aims. The strike, which began in 1913, was a result of the school's refusal to accept the school's religious and nationalistic aims.

Transferred in Burston, the same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there. The same thing happened there.

The story became the focus for our foundation year's Shared Time (Integrated Studies) work on the substance of their drama lessons and the material we tackled in our evening work. We worked with adults. We worked with children. We worked with parents. We worked with the community. We worked with the world.

We had visited Burston and



Mr Punch visits Wolveston Station refreshment room from the Stantonbury Campus production "An Act of 1862"

In 1862, the coming of the railways, the building of the new town of Wolveston. This period reflects, in many ways, the current situation, where a new city has come to replace the existing communities.

Once again, schoolchildren, teachers and neighbours in the community shared the process from start to finish. The project lived within the curriculum, within the drama lessons and within the work of adults in the Stantonbury Campus Drama Group.

For a taste of the sports and pastimes of the day, we had the football match between the boys of the school and the boys of the school. We had the football match between the boys of the school and the boys of the school.

Implicit in the primary source material we collected, we found a range of themes. The local Captain Swing episode gave insight into the Agricultural Revolution and the mobilization of the Burks Vanranger revealed the nature of the forces

of law and order in those days. Those caught for looting livestock or drinking machines were flogged, tied in carts in the Market Square, and some were transported.

The valuation reports of the Lords' hearings, which considered evidence in support of the London and Birmingham Railway Bill, revealed the Parliamentary proceedings of the day. This in turn, involving men from Wolveston Station, men separated from their wives and families, looking for employment, led to their in the streets of the town.

The Canal barge men's strike was a major event in the town. The Canal barge men's strike was a major event in the town. The Canal barge men's strike was a major event in the town.

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Some schools achieved expedition in many parts of the country, and even abroad. The Schools Museum Service was widely used, and 21 schools had a specific library allocation for the subject. Twelve organized their own excavations and their own museums, and 11 had organized their own excavations and their own museums.

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## Nursery Education

Deputy Headships Senior Masters/Mistresses

REDFORDSHIRE EDUCATION SERVICE SENIOR MASTERS/MISTRESSES

Other Appointments

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The council's insistence on professional standards in all archaeological work has led to the development of a Diploma in Archaeological Practice, open to full and part-time students. Exam next July at expected to be in the first for the seven required subjects: General archaeology, excavation techniques, artefacts and the history of technology, archaeological evidence, post-excavation work, and the structure and administration of archaeology.

Practical work is particularly valuable in the whole field. Field walking involves going over every square metre of an area in search of signs of the past. Experimental archaeology gives children experience of activities like chopping, billiard and primitive cooking in the junior and middle school, and ploughing (and wood work) and wood dyed and woven.

The junior school teacher introduced contemporary techniques and attacked the risk of damage to ancient sites by excavating a (1965) AHP post which he, but not the children, knew was there. And after a level teaching, a level teaching has included the recording of a churchyard excavation in a character, a study of the city's Roman defences, and a survey in a Roman city.

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# Learn before you dig

Adeline Hartcup on the work of the Council for British Archaeology

The primary material of the subject is the physical remains of the human environment—ruins, structures or features—by means of which the past is known. Enthusiastic amateurs in their spare time, and professional archaeologists in their work, are engaged in the study of this material.

The Council was founded in 1944 in response to a growing realization that a time when there was an urgent need to record what had been revealed by wartime bombing as well as what would appear during subsequent clearance and reconstruction. Launched by the initiative of the Society of Antiquaries, it was directed by British archaeology and advising on the preservation of antiquities and the protection of historic buildings.

Education and research are important parts of the Council's work. As a general collector of archaeological material, it is the first step to a vocational training. A recent welcome in the British Academy has made it possible to appoint an education officer, and to press on with work for the schools. Mike Corbishley, who has 10 years' teaching himself, and brings experience and enthusiasm to the job.

The subject calls for fresh and constructive thinking. Should there be different approaches at primary and secondary levels? And how can teachers be encouraged to take an interest in the subject, the methods and the problems of professional archaeologists?

There are plenty of possibilities. They can attend in-service courses

and extra-mural lectures, belong to local archaeological societies, and get practical experience by joining professionally-run excavations. The Council publishes an *Archaeology for Schools Bulletin* which carries news of the educational scene and interesting projects. It is sent free of charge, in all who receive the Council's *Schools Folder* (price 11). There are also lists of museums and films for schools, a free-term newsletter, and a calendar of excavations.

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## Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines). Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £2.65).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition may be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to: The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ, by Monday for the following Friday's issue.

## NURSERY WORKER

We are looking for a male or female to complete our team of 14 working with 24-25 year olds in Balham. Our nursery is strongly committed to the local community and to the improvement of educational standards in day care provision. This project is one of a number run by a large community retraining council in Wandsworth.

We are looking for someone with the enthusiasm to work with us and contribute new ideas. Relevant qualifications and/or experience are essential.

Salary scale from £2,631-£3,024, plus 2nd supplement of 5%.

Application forms by December 10 from: **Rydevale Community Nursery, 33 Little Dimmocks, Balham, London, S.W.12**

PRIMARY Headships continued
WOLVERHAMPTON BOROUGH COUNCIL EDUCATION COMMITTEE
Deputy Headships Senior Masters/Mistresses

Deputy Headships Senior Masters/Mistresses
BORDERS REGIONAL COUNCIL
RUCKINGHAMSHIRE EDUCATION DEPARTMENT

POWYS COUNTY COUNCIL EDUCATION DEPARTMENT
HAINHURST VALLEY C.E. SCHOOL
Cambridge Area

Cambridge Area
Chevy C.E. School (C) Community First School
Applications are invited for the Headship of this school (Group 2)

LEICESTERSHIRE
WARRICK C.E. (A) JUNIOR INFANTS SCHOOL
Headship of this school

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WESSEX County Council GLAMORGAN
Applications are invited from suitably qualified teachers for the following posts in the Authority's service.

Headships
PARKLAND JUNIOR, SKETTY PARK, SWANSEA.
QUANVANT INFANTS, DUNVANT ROAD, QUANVANT, SWANSEA.

Primary Schools
TY-EYNON ADJUSTMENT UNIT, PRINCESS STREET, GORSEINON.

Junior
ST THERESE'S RC PRIMARY, SOUTHDOWN ROAD, PORT TALBOT.

Infants
BLAENYMAES INFANTS, BROUGHTON AVENUE, SWANSEA.

Nursery
GROES PRIMARY, BERTHA ROAD, MARGAM, PORT TALBOT.

Headships
Cable Point and Rochford Area
WINTER GARDENS COUNTY JUNIOR SCHOOL.

Essex County Council
Applications are invited from suitably qualified teachers for the following posts in the Authority's service.

ST. HILLINS
EDUCATION OFFICER
DEPUTY HEAD TEACHER
LINGTON LANE COUNTY JUNIOR SCHOOL.

CAMBRIDGESHIRE
HUNTINGDON AREA EDUCATION OFFICER
DEPUTY HEAD TEACHER
LINGTON LANE COUNTY JUNIOR SCHOOL.

HAMPSHIRE
ELSON FAMILY JUNIOR SCHOOL, SOUTHAMPTON.

HAMPSHIRE
ELSON FAMILY JUNIOR SCHOOL, SOUTHAMPTON.

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ELSON FAMILY JUNIOR SCHOOL, SOUTHAMPTON.

HAMPSHIRE
ELSON FAMILY JUNIOR SCHOOL, SOUTHAMPTON.

CAMBRIDGESHIRE
PETERBOROUGH AREA EDUCATION OFFICER
DEPUTY HEAD TEACHER
LINGTON LANE COUNTY JUNIOR SCHOOL.

Headship of this school (Group 2) to commence duties at Easter, 1978.
In September, 1978, four village schools south east of Newmarket will amalgamate the present plan is to operate as a single organisational unit but in the original buildings.

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Headteacher of RODING INFANTS' SCHOOL
Rodling Lane, Woodford Bridge IGS BNP Group 1. Number on roll 102.

Redbridge London Borough
Headteacher of RODING INFANTS' SCHOOL
Rodling Lane, Woodford Bridge IGS BNP Group 1. Number on roll 102.

Headship
Required in September, 1978, Headteacher (Group 2) for Social Priority Allowance) Communicant member of the Church of England.

County of Cleveland PRIMARY SCHOOL
HEAD TEACHER (Group 4)
GRANGE JUNIOR SCHOOL, Owton Manor Lane, Harlepool, Cleveland

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HEAD TEACHER (Group 4)
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HEADSHIPS GROUP 5
North Hill County Middle School - New School
Grangeley County First School

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WARRICK C.E. (A) JUNIOR INFANTS SCHOOL
Headship of this school

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HEADSHIPS GROUP 5
North Hill County Middle School - New School
Grangeley County First School

By Subject Classification
English
Other Posts on Scale 2 and above

ISLE OF WIGHT COUNTY COUNCIL
NORTH HILL COUNTY MIDDLE SCHOOL

Scale 1 Posts
OXFORDSHIRE
MILTON KEYNES DIVISION

Scale 1 Posts
OXFORDSHIRE
MILTON KEYNES DIVISION

Scale 1 Posts
OXFORDSHIRE
MILTON KEYNES DIVISION

Scale 1 Posts
OXFORDSHIRE
MILTON KEYNES DIVISION

Scale 1 Posts
OXFORDSHIRE
MILTON KEYNES DIVISION

CAMBRIDGESHIRE
Peterborough Area
Honeyhill Community Primary School





DIocese of Southwark  
DIRECTOR OF TRAINING

Applications are sought for the new post of Diocesan Director of Training. This appointment aims to coordinate the education and training of priests, accredited lay ministry, and clergy. The person appointed will be required to evaluate training needs and facilities available in the diocese, to initiate new training, and to organize courses of diocesan, diocesan and parish levels. He/she will be responsible to the Bishop's Advisory Board for Training and will act as Vice-Chairman of the Board.

Further details and application form, returnable by September 30th, from: Diocesan Secretary, 91 Lambeth Road, SE1 7PS.

County of Cleveland  
Peripatetic Teacher of Instrumental Music (Woodwind)

SCALE 2 POST  
For fully qualified and experienced teacher. (Special Instructors' Scale for other experienced musicians). Required from January, 1978, or as soon as possible. Peripatetic teaching of Woodwind for the South Tees area of the County including Middlesbrough. The teacher would join an established team teaching individual pupils and small groups in schools and assist with the development of instrumental work generally. There are 26 central schools and youth orchestras and bands in Cleveland County. Car allowance available. Financial assistance with household removal expenses is available in approved cases. Forms of application obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 18th September, 1977.

NORTH-EASTERN EDUCATION AND LIBRARY BOARD

Applications are invited for the following post:  
HEADQUARTERS  
SPECIALIST ASSISTANT TO MUSIC ADVISER  
Salary scale £2,258-£3,281 per annum plus Coal of Living Allowances. The person appointed will be required to teach the Violin on a peripatetic basis. Applicants should be capable of teaching to Diploma standard. A knowledge and ability to teach the Viola desirable. It is desirable that applicants should have teaching qualifications with experience in Schools. Professional Instrumentalists with teaching experience may also be considered. Facilities will be available to late and in-house and out-of-house. Basic payment will be made for residential work. Normal N.E.C. car and subsistence rates will be payable for approved travel on duty. The post is open to both men and women. Applications may be obtained on receipt of a stamped addressed envelope from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182 Galpurn Road, Billingham, 1634 11th Avenue, Billingham, and must be returned not later than FRIDAY, 28th SEPTEMBER, 1977. Conveying in suit form will be required.

HARRAP BOOKS require a European Studies Editor to initiate or create new projects and to support existing materials. Experience required: Relevant teaching, knowledge of French and at least one other European language and wide travel experience, creation of own materials, desirable, editing useful. Basic minimum salary - £3,600, with additions for qualifications and experience. Write with full C.V. to Mrs. N. M. McDermott, Harrap Books, 182, High Holborn, London WC1V 7AX.

MISCELLANEOUS Appointments continued  
POLYVALENT COUNTY COUNCIL  
TEACHING ASSISTANTS  
General for January 1, 1978  
NORTH POLYVALENT  
TEACHING ASSISTANTS  
General for January 1, 1978  
POLYVALENT COUNTY COUNCIL  
TEACHING ASSISTANTS  
General for January 1, 1978  
POLYVALENT COUNTY COUNCIL  
TEACHING ASSISTANTS  
General for January 1, 1978

WARWICKSHIRE COUNTY EDUCATION ADVISORY SERVICE  
APPOINTMENTS OFFICER  
Applications are invited from suitably qualified and experienced teachers for the post of Appointments Officer. The post holder will be responsible for the recruitment, selection and appointment of teachers to all schools in the County. The post holder will also be responsible for the recruitment, selection and appointment of non-teaching staff to all schools in the County. The post holder will also be responsible for the recruitment, selection and appointment of non-teaching staff to all schools in the County.

English as a Foreign Language  
CENTRAL LONDON  
TEACHING ASSISTANTS  
General for January 1, 1978  
CENTRAL LONDON  
TEACHING ASSISTANTS  
General for January 1, 1978  
CENTRAL LONDON  
TEACHING ASSISTANTS  
General for January 1, 1978

SCIENCE QUALIFIED?  
If you are a science graduate or have a degree in science, you may be interested in applying for a post in the Science Department of the County of Cleveland. We are seeking qualified and experienced teachers for the post of Science Teacher. The post holder will be responsible for the teaching of Science in the County. The post holder will also be responsible for the recruitment, selection and appointment of non-teaching staff to all schools in the County.

ENGLISH AS A FOREIGN LANGUAGE  
Teaching Assistant  
The County of Cleveland is seeking qualified and experienced teachers for the post of Teaching Assistant. The post holder will be responsible for assisting the teacher in the classroom. The post holder will also be responsible for the recruitment, selection and appointment of non-teaching staff to all schools in the County.

ENGLISH AS A FOREIGN LANGUAGE  
Teaching Assistant  
The County of Cleveland is seeking qualified and experienced teachers for the post of Teaching Assistant. The post holder will be responsible for assisting the teacher in the classroom. The post holder will also be responsible for the recruitment, selection and appointment of non-teaching staff to all schools in the County.

Interested in computers? Lecture on Computer Servicing  
We are looking for lecturers to teach the practicalities of computer servicing. You will be based at our Engineering Training Centre in Letchworth, Herts - the largest of its kind in Europe. Here you will be given a comprehensive grounding in computer technology in general and I.C. equipment in particular. You will be thoroughly prepared to train engineers to the point where they will be capable of maintaining computers at the optimum operational specification. Ideally you will have an HNC or Forces' technical diploma in a technical subject. Any experience of digital electronics, computers or instructing on these subjects, while not essential, will be useful. Fluency in written and spoken French or German would be a distinct advantage but is not essential. We will start you as an Assistant Lecturer on a salary of not less than £2,800 a year, subject to review in the near future. You will be encouraged and expected to progress to the position of Senior Lecturer which carries a salary in excess of £5,000. Relocation expenses will be considered where appropriate. For an application form, phone David Reeves on 07-788 2772 extension 4150, or write to him at I.C.L. 85/91 Upper Richmond Road, Putney, London SW15 2TE. Please quote reference 7251497.

Appointments Wanted  
ENGLISH TEACHER  
General for January 1, 1978  
ENGLISH TEACHER  
General for January 1, 1978  
ENGLISH TEACHER  
General for January 1, 1978

APPOINTMENTS  
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ENGLISH TEACHER  
General for January 1, 1978

International Computers ICL  
We are looking for lecturers to teach the practicalities of computer servicing. You will be based at our Engineering Training Centre in Letchworth, Herts - the largest of its kind in Europe. Here you will be given a comprehensive grounding in computer technology in general and I.C. equipment in particular. You will be thoroughly prepared to train engineers to the point where they will be capable of maintaining computers at the optimum operational specification. Ideally you will have an HNC or Forces' technical diploma in a technical subject. Any experience of digital electronics, computers or instructing on these subjects, while not essential, will be useful. Fluency in written and spoken French or German would be a distinct advantage but is not essential. We will start you as an Assistant Lecturer on a salary of not less than £2,800 a year, subject to review in the near future. You will be encouraged and expected to progress to the position of Senior Lecturer which carries a salary in excess of £5,000. Relocation expenses will be considered where appropriate. For an application form, phone David Reeves on 07-788 2772 extension 4150, or write to him at I.C.L. 85/91 Upper Richmond Road, Putney, London SW15 2TE. Please quote reference 7251497.

Personal  
ANNOUNCEMENTS  
A PRIVATE ADVANCE  
AGENCY REQUIRES  
MORTGAGES  
MORTGAGES  
MORTGAGES

FOR LOANS AND MORTGAGES  
HOLIDAY AND PERSONAL LOANS  
REGIONAL TRUST LTD.  
IMMEDIATE ADVANCES  
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Dodson Bull Ltd  
Choose with confidence  
Dodson Bull  
CARPETS-FURNITURE-FABRICS  
15% TO 33% DISCOUNT  
In the Barbian Furniture Centre we have comprehensive range of carpets, furniture and fabrics by all leading manufacturers. All our showrooms have a wide range of display in room settings. All our showrooms have a wide range of display in room settings. All our showrooms have a wide range of display in room settings.

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Home Exchange Holidays  
Typing and Duplicating  
TEACHERS OF EFL IN BRIGHTON  
required immediately for short intensive courses for business and professional people. Applications are invited for permanent positions from teachers with a minimum of 2 years relevant experience. Qualifications in TEFL and business background or interest would be an advantage. Starting salary from £3,480-£4,440. Please apply, with CV, to Director of Studies, Regent School Executive, Brighton College, 1, Dyke Road, Brighton BN1 3JG. Tel: 01273 21771.

CYNCOR SIR GWYNEDD COUNTY COUNCIL  
FIELD LECTURER  
£2,922-£3,282 plus £312 a year and 1977 pay award  
Who has experience of teaching history, geography or art, and a lively interest in conservation and national park ideas. As the post will involve teaching a wide range of field work, practical knowledge of some other subject such as archaeology, botany, geography, geology and ornithology is very desirable. Experience of working in an environmental study centre and knowledge of Welsh would be added qualifications. The person appointed will be expected to do two nights a week residential duty. A single person may be provided with accommodation and board. The centre staff are enthusiasts who work long and irregular hours for which time off in lieu is given whenever possible. Application forms to: County Personnel Officer, County Offices, Caernarvon. Closing date: 18th September, 1977.

education is our concern  
educational representatives  
A small but expanding and innovative Publisher requires two additional representatives.  
(i) Southern England and the West Country.  
(ii) Midlands and the North.  
The work will involve visiting schools and Advisers and demonstrating products to groups of teachers. A knowledge of the teaching of Reading is essential, as is the ability to organise and carry out ones own work efficiently and effectively.  
Progressive remuneration, company car and expenses.  
Apply with full details of career and qualifications to:  
R.G. Drake  
Drake Educational Associates Limited  
212 Whitehall Road, Cardiff CF1 3XF

PEAK NATIONAL PARK RANGER SERVICE  
Applicants are invited for the post of Area Ranger (male or female) based on Clowden in Leicestershire. Salary scales Technician's Grade 4, including salary and earnings supplements, £3,861 to £4,214 per annum. Applicants should be over 25 years of age and have good outdoor experience with some knowledge of the Peak District and an interest in countryside conservation, natural history, rural crafts and hill walking. Mountain leadership certificate an advantage. Current driving licence and first aid certificate essential. Accommodation provided. Opportunity exists for spouses to take employment as verdon of the adjoining camp sites. Application forms and further particulars from: National Park Officer, Aidan House, Bakewell, Derbyshire, DE4 1AE. Completed forms returnable by Tuesday, September 27, 1977.

TEACHERS OF EFL IN BRIGHTON  
required immediately for short intensive courses for business and professional people. Applications are invited for permanent positions from teachers with a minimum of 2 years relevant experience. Qualifications in TEFL and business background or interest would be an advantage. Starting salary from £3,480-£4,440. Please apply, with CV, to Director of Studies, Regent School Executive, Brighton College, 1, Dyke Road, Brighton BN1 3JG. Tel: 01273 21771.

# LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:  
Closing date is fourteen days after the appearance of this advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped, addressed envelope.

## PRIMARY SCHOOLS

### HEADSHIP

**W. 838 WYTHIER PARK PRIMARY SCHOOL** No. on roll 245 + 90 years, Nursery Class attached.  
Victoria Park Avenue, Leeds, LS2 3JX. Telephone: Leeds 786725  
Required for January 1978: HEADTEACHER for this Group 7 Primary School, due to the retirement of the present Headteacher.

### SCALE 1 POST

**N. W. 335 APTANWOOD C. OF E. (AIDED) PRIMARY SCHOOL** (No. on roll 127 + 5-9 years)  
Creses Road, Leeds, LS6 4LD, Telephone: Leeds 755383  
Headteacher: Mrs. M. Kinder  
Required for Easter, 1978: experienced and enthusiastic teacher to take charge of a class of 18 year olds, and to be responsible for Music throughout the school. Applications are particularly welcomed from consultant members of the Church of England. Forms may be obtained from the Headteacher, to whom they should be returned.

## MIDDLE SCHOOLS

### TEMPORARY POSTS

#### (SCALE 1)

**W. 831 SWINNOW MIDDLE SCHOOL** (No. on roll 261 + 9-13 years)  
Seymour Road, Leeds, LS12 4PG, Telephone: Leeds 564832  
Headteacher: Mrs. C. Riperton  
Required for January, 1978: a temporary teacher for two terms to teach Maths throughout the school.

**N. E. 838 LAWRENCE GATES MIDDLE SCHOOL** (No. on roll 612 + 9-13 years)  
Lockstock Lane, Leeds, LS7 2PS, Telephone: Leeds 682493  
Headteacher: Mr. G. W. Wilson  
Required for January, 1978: for two terms only: enthusiastic teacher to replace a member of staff who is on sabbatical. It is hoped to appoint a teacher who will become a member of the Fourth Year Team and also assist with the teaching of Science throughout the school.

## HIGH/SECONDARY SCHOOLS

### SCALE 4 POST

**E. 837 OARTONTHORPE COMPREHENSIVE SCHOOL** (No. on roll 1,729 + 11-18 years)  
1,729 + 11-18 years  
1,729 + 11-18 years  
Lanes, Gorton, Leeds, LS2 1LJ, Telephone: Leeds 56991  
Headteacher: Mr. L. A. O. Lovell, M.A.  
Required for the beginning of the Summer Term: HEAD OF MATHEMATICS for this 12 form entry mixed comprehensive school. The department is a large one with able pupils and is based on one floor of a building area. Numbers in the Sixth Form are expected to grow steadily and the post offers great scope to a colleague with high standards and drive.

### SCALE 2 POST

**W. 833 PUDSEY PRIESTHORPE SCHOOL** (No. on roll 1,919 + 11-16 years)  
Priesthorpe Lane, Farsley, Leeds, LS28 5SG, Telephone: Leeds 572618  
Headteacher: Mr. R. K. Strong, B.A.  
Required for January or Easter, 1978: teacher to be second in the ENGLISH FACULTY. The Faculty is involved in 16+ English and English Literature work. Preference is given to a community school, and hopes to establish a Sixth Form in the near future.

### SCALE 1 POST

**W. 834 PUDSEY PRIESTHORPE SCHOOL** (No. on roll 1,919 + 11-16 years)  
Priesthorpe Lane, Farsley, Leeds, LS28 5SG, Telephone: Leeds 572618  
Headteacher: Mr. R. K. Strong, B.A.  
Required for January, 1978: teacher of ENGLISH to join an existing faculty. The Faculty is involved in the 16+ Scheme and in English Literature.

### SCALE 1 POST (TEMPORARY)

**N. E. 793 ROUTHAM SCHOOL (CO-EDUCATIONAL)** (No. on roll 1,280 + 13-18 years, including 200 in 9th Form)  
Clitheroe Lane, Leeds LS2 1NO, Telephone: Leeds 669551  
Headteacher: Mr. G. H. Glover  
Required for January: Scale 1 Temporary appointment, to replace member of staff for maternity reasons.

Well qualified men or women with a keen interest and approach to MATHEMATICS to teach at all levels, including 'O' and 'A' level for a suitable qualified candidate, in a flourishing and stable department. Work with Clergy and Ordinals available.

## METROPOLITAN BOROUGH OF STOCKPORT Secondary

Required from 1st January, 1978, or as soon as possible: Heytown R.C. High School, Romley (Voluntary Aided)  
HEAD TEACHER, Group 9

This High School was reorganised as a four-form entry coeducational comprehensive school in September, 1977. There are currently 632 pupils (572 girls and 60 boys) on roll including 118 in the Sixth Form.  
Application form and further details from the Director of Education, Town Hall, Stockport, to be returned by 16th October, 1977.

Required for 1st January, 1978:  
Kingsway School, Foxfield Road, Galley, Cheshire  
TEACHER OF FRENCH  
(Ret. 588/TES) Scale 2

Ability to teach to 'A' level is essential. The teaching accommodation includes a 32-booth language laboratory.

Required for 1st January, 1978, until 31st August, 1978:  
Reddish Vale Comprehensive School, Reddish Vale Road, Reddish  
TEMPORARY TEACHER OF MODERN LANGUAGES  
(Ret. 577/TES) Scale 1

Required for 1st January, 1978, until 31st August, 1978:  
Reddish Vale Comprehensive School, Reddish Vale Road, Reddish  
TEACHER OF FRENCH AND GERMAN, mainly in the lower school, some 8th Form French language available, and a more varied time-table next year.

Stockport School, Mile End Lane  
TEMPORARY TEACHER OF PHYSICS AND MATHEMATICS  
(Ret. 589/TES) Scale 1

Involves teaching to G.C.E. and G.C.E. 'O' level.  
TEMPORARY TEACHER OF CHEMISTRY  
(Ret. 588/TES) Scale 1

Bramhall High School, Seel Road, Bramhall  
TEMPORARY TEACHER OF ENGLISH  
(Ret. 584/TES) Scale 1

Bredbury Comprehensive School, Herrytown Lane, Bredbury  
TEMPORARY TEACHER OF ART  
(Ret. 585/TES) Scale 1

Application forms and further details from the Headteacher (quoting reference) and return to the Headteacher at the school by 9th October, 1977.

## Metropolitan Borough of Rochdale

### EDUCATION DEPARTMENT

## SECONDARY

Bishop Marshall Memorial RC (11-18)  
Martindale Crescent, Langley, Middleton, M24 3PQ.  
Tel: 081-943 8700.

### TEMPORARY ASSISTANT

Required for January, 1978.  
**HOME ECONOMICS**  
Throughout the school.  
Application should be by letter immediately to the Head at the school, stating age, experience and qualifications, together with the names and addresses of two referees. Closing date 12th December, 1977.

### HIGH

**Greenhill (13-18)**  
Falling Road, Roadehouse OL12 6LD.  
Tel: Roadehouse 31248.

### TEMPORARY FRENCH

For two terms only (January to August, 1978).  
Ability to help with Grade PE. essential.  
Applications should be by letter immediately to the Head at the school, stating age, experience and qualifications, together with the names and addresses of two referees. Closing date 12th October, 1977.

### TEMPORARY ASSISTANT

Required for January, 1978: teacher of ENGLISH to join an existing faculty. The Faculty is involved in the 16+ Scheme and in English Literature.

### SCALE 1 POST (TEMPORARY)

**N. E. 793 ROUTHAM SCHOOL (CO-EDUCATIONAL)** (No. on roll 1,280 + 13-18 years, including 200 in 9th Form)  
Clitheroe Lane, Leeds LS2 1NO, Telephone: Leeds 669551  
Headteacher: Mr. G. H. Glover  
Required for January: Scale 1 Temporary appointment, to replace member of staff for maternity reasons.

Well qualified men or women with a keen interest and approach to MATHEMATICS to teach at all levels, including 'O' and 'A' level for a suitable qualified candidate, in a flourishing and stable department. Work with Clergy and Ordinals available.

# ilea Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:—

## Design and Technology Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (7.53) Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-433 2101 for further details.



## SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 PA THROUGHOUT THE COUNTY.  
Generous relocation expenses in approved cases.  
Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers) effective from 1 September, 1977, and later should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that Teachers so appointed may be required to transfer to other Schools at a later date.

## SCALE 1 POSTS COMPREHENSIVE

**Camberley, France Hill School**  
ENGLISH Teacher, preferably Graduates, required from 1 March or as soon as possible thereafter to share the work from second year to 'A' level. Telephone Camberley 28067.

**Effingham, Howard of Effingham School**  
MUSIC Teacher, to assist Head of Department with teaching to CSE and 'O' level and with development with choir and orchestra. First appointments considered. Telephone Bookham 63884.

**Epsom High School**  
Temporary Teacher required for Spring Term, mainly for ENGLISH in Lower School. 'O' level or CSE work may be required. Part-time or full-time. Telephone Epsom 40388.

**Guildford, Park Barn County Secondary**  
ENGLISH Teacher, required to teach to 'O' level. Telephone Guildford 87887.

**Shepperton, Thamesmead School**  
ART Teacher, required Spring or Summer Term, 1978, to share well-established CSE and 'O' level courses. Candidates should be experienced in or have enthusiasm for Pottery, Fabrics, Graphics, and Sculpture. Telephone Welton-on-Thames 27078.

**Warrington County Secondary**  
CHEMISTRY Teacher to any or all of CSE, 'O' and 'A' levels and help with Integrated Science. Telephone Upper Warrington 4087.

**Woking, Highlands County Secondary**  
Teacher required September, 1978, to join Social Science team within Humanities Department, and to offer either Geography or History. Successful candidates would be seconded to Woking College for two terms from January, 1978, where commitments would include 'A' level Government and Politics and Economics, 'O' level Commerce, initially at Scale 1. Telephone Woking 4744.

**Sixth-Form College  
Godalming College**

FOOD AND NUTRITION, Meats/Meatless required to teach to 'O' level, also Needlework to 'O' level and Home Economics to 'A' level. Temporary appointment for up to 29 weeks, whilst present holder of post is on Maternity Leave. Telephone Godalming 23528.

**WHERE THE TELEPHONE NUMBER IS SHOWN**  
Application forms available on receipt of a stamped addressed footcap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

STAR applications accepted for Scale 1 posts only. (The Authority will not be advertising every individual Scale 1 post; but a complete list of all vacancies will be sent on receipt by the County Education Officer of a stamped addressed footcap envelope.)

## SECONDARY

**IAVERING**  
Ipswich through the IAVERTON JUNIOR SCHOOL, Ipswich Avenue, Ipswich, Suffolk.  
Telephone number: 499 0912  
Headteacher: Mrs. A. D. Wilson  
Closing date: 15th November, 1977  
Required for January, 1978: a well-qualified and experienced TEACHER OF SCIENCE, Scale 1, to teach to 'O' level and to supervise the practical work of the Science Department. The successful candidate will be required to teach to 'O' level, to supervise the practical work of the Science Department, and to be responsible for the overall running of the Science Department. The successful candidate will be required to teach to 'O' level, to supervise the practical work of the Science Department, and to be responsible for the overall running of the Science Department.

**ROTHSCHILD**  
Ipswich through the IAVERTON JUNIOR SCHOOL, Ipswich Avenue, Ipswich, Suffolk.  
Telephone number: 499 0912  
Headteacher: Mrs. A. D. Wilson  
Closing date: 15th November, 1977  
Required for January, 1978: a well-qualified and experienced TEACHER OF SCIENCE, Scale 1, to teach to 'O' level and to supervise the practical work of the Science Department. The successful candidate will be required to teach to 'O' level, to supervise the practical work of the Science Department, and to be responsible for the overall running of the Science Department.

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## REDRIDGE

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## City of Manchester Education Committee

Applications for posts are available from January, 1978, and applications for posts together with further particulars, are available from the Head of the School to whom they should be returned by December 10, 1977.

**Scale 1**

**CENTRAL HIGH SCHOOL FOR BOYS**  
Whitworth Street, Manchester, M12 6JG  
Temporary teacher of BIOLOGY—three days weekly to share in the teaching of the subject up to O level.  
Re-development of COMMERCIAL SUBJECTS.  
This is a comprehensive school of 600 girls with 102 in the fifth form and the subject is very popular in years 8 and 9. Further details are available on application forms which should be returned immediately.  
**BIRLEY HIGH SCHOOL**  
Chichester Road, Birley, Manchester, M16 6PR  
Required for the term only a temporary ART TEACHER who has the ability to take over an existing timetable, preferably with an emphasis on easelwork with removal of permanent full-time appointments.

**PLANT HILL HIGH SCHOOL**  
Plant Hill Road, Manchester, M13 2WJ  
710 Mixed  
A Temporary TEACHER OF SCIENCE. An ability to teach Chemistry or Maths would be an advantage but not essential. Application forms should be returned as soon as possible.  
**SHARFTON HIGH SCHOOL**  
Farnley Road, M27 4WZ  
Required for two terms a part-time TEACHER OF SCIENCE/CHEMISTRY. Closing date 20 June as possible.  
**THE HOLLES ROYAL HIGH SCHOOL**  
Marsden Road, West Gorton, M3 2PE  
Well qualified graduates to teach one or more of the following subjects: PHYSICS, CHEMISTRY, BIOLOGY, MATHEMATICS to O level. Closing date 12 December, 1977.  
Application forms may be obtained from the Headmaster/Headmistress or returned by 12th November, 1977.

**PLANT HILL HIGH SCHOOL**  
Plant Hill Road, Manchester, M13 2WJ  
710 Mixed  
A Temporary TEACHER OF SCIENCE. An ability to teach Chemistry or Maths would be an advantage but not essential. Application forms should be returned as soon as possible.  
**SHARFTON HIGH SCHOOL**  
Farnley Road, M27 4WZ  
Required for two terms a part-time TEACHER OF SCIENCE/CHEMISTRY. Closing date 20 June as possible.  
**THE HOLLES ROYAL HIGH SCHOOL**  
Marsden Road, West Gorton, M3 2PE  
Well qualified graduates to teach one or more of the following subjects: PHYSICS, CHEMISTRY, BIOLOGY, MATHEMATICS to O level. Closing date 12 December, 1977.  
Application forms may be obtained from the Headmaster/Headmistress or returned by 12th November, 1977.

## Lancashire County Council

**CLOSING DATE 12th DECEMBER, 1977**

**Primary and Special Schools**  
For application form send stamped addressed envelope to: Post Office Box 61, County Hall, Preston, PR1 6PH, unless otherwise stated.  
**Secondary Schools**  
For further details from and returnable to the Headteacher at the School, S.A.E. please.

**PRIMARY SCHOOLS**

**HEADSHIP**  
**WHITWORTH TONACLEFFE C.P. (248)**  
Whitworth, Preston, PR1 6PH, 1978. Juniors and Infants. Group 4.

**SPECIAL EDUCATION**

**MASTER/MISTRESS**  
**BRACKHALL HOSPITAL SCHOOL (281)** (18) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (101) (102) (103) (104) (105) (106) (107) (108) (109) (110) (111) (112) (113) (114) (115) (116) (117) (118) (119) (120) (121) (122) (123) (124) (125) (126) (127) (128) (129) (130) (131) (132) (133) (134) (135) (136) (137) (138) (139) (140) (141) (142) (143) (144) (145) (146) (147) (148) (149) (150) (151) (152) (153) (154) (155) (156) (157) (158) (159) (160) (161) (162) (163) (164) (165) (166) (167) (168) (169) (170) (171) (172) (173) (174) (175) (176) (177) (178) (179) 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Humberside County Council  
Hull College of Further Education

Principal: A. Tuck, B.Sc.,  
C.Eng., M.I.E.E., M.I.E.R.E.

**Head of Department of Construction and Building Services**


The Hull College of Further Education, which was formed in 1976, following an amalgamation of the further education work of the former Hull Colleges, has the above vacancy due to the impending retirement of the present holder.

The successful candidate will be responsible for the co-ordination and development of the academic, and related activities of the Department of Construction and Building Services, and, as a member of the College's senior management team, will be required to contribute to the formulation of College policy.

Applicants for this post, which will be available from January, 1978, should possess an academic background to an appreciably related discipline, together with management experience, preferably in an academic environment.

Salary: Barnham Grade IV £6,756 - £7,632 per annum plus the 1976 and 1977 supplements of £312 and £180 per annum.

Application forms and further particulars are available from the Administration Assistant (Personnel), Hull College of Further Education, Queens' Gardens, Hull, North Humberside, Telephone (0482) 29943 (Ext. 239) returnable by Friday, 13th January, 1978.



**Music**

**Heads of Department**

**Other Assistants**

**Other Assistants**

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**Other Assistants**

**Physical Education**

**Heads of Department**

**Other Assistants**

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**Other than by Subject Classification**

**Preparatory Schools**

**By Subject Classification**

**Economics**

**Heads of Department**

**English**

**History**

**History**

**History**

**History**

**Other than by Subject Classification**

**Preparatory Schools**

**By Subject Classification**

**Economics**

**Heads of Department**

**English**

**History**

**History**

**History**

**History**

LONDON BOROUGH OF HARINGEY

**Tottenham College of Technology**

Principal: F. C. Thurling, BA(Hons), ACIS, FRSA

**LECTURER GRADE I in ELECTRICAL INSTALLATION WORK**

Required as soon as possible in the Department of Engineering to teach City and Guilds Craft Courses.

Candidate must have a genuine interest in education and be suitably qualified. Persons applying should have had several years of relevant experience in the Electrical Contracting Industry and teaching experience is preferred.

**LECTURER GRADE I in FABRICATION AND WELDING ENGINEERING**

Required as soon as possible but no later than September 1, 1978, in the Department of Engineering to teach City and Guilds Craft Studies course. Candidates must have a genuine interest in education and be suitably qualified. Persons applying should have had several years of relevant experience in the fabrication field. Applicants with training or teaching experience are preferred.

**DEPARTMENT OF BUILDING LECTURER GRADE I in SERVICE ENGINEERING (GAS)**

Required for January 1, to teach up to final level City and Guilds 662 course, including Gasfitting Technology and Practice.

Qualifications needed are Final City and Guilds in Gasfitting or similar, and suitable industrial/teaching experience, although consideration will be given to teachers without a teacher-training certificate who are willing to undertake a suitable teacher-training course.

**Salary: LECTURER GRADE I**  
Scale £3,315 to £5,271 inclusive (starting point subject to qualifications and experience).  
100 per cent removal expenses may be paid.

Application forms and further details from the Principal, returnable within 14 days of the advertisement.

Handsworth Technical College  
**PRINCIPAL**

The retirement of the Principal of this Group IV College creates a vacancy from 1st September, 1978.

Details of the post and application forms are obtainable from and returnable to the Chief Education Officer, Education Offices, Further Education Branch, Margaret Street, Birmingham B3 3BU.

Closing date for applications—9 January, 1978.

There is a scheme for assistance with removal expenses.

**BIRMINGHAM CITY COUNCIL**

**SALFORD COLLEGE OF TECHNOLOGY**  
Frederick Road, Salford M6 6PC  
061-736 6541

**Deputy Head of Department**

Department of Art and Industrial Design

An appointment is required at Principal Lecturer Grade. Candidates should have had substantial experience in industry and/or education particularly in Graphic Design. Salary £5,940 to £6,642 plus £132 per annum. Further particulars and forms of application may be obtained from The Principal.

**LANCASHIRE COUNTY COUNCIL BLACKPOOL COLLEGE OF TECHNOLOGY AND ART**

**HEAD OF DEPARTMENT GRADE IV**

(Reference number: AB/5)

**BUSINESS AND MANAGEMENT STUDIES**

Qualified and experienced candidates are invited to apply for the job description and application form to:—

The Principal  
Aahfield Road, Bispham, Blackpool  
Closing date: Friday, January 6, 1978

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LOOKING FOR A JOB IN LIVERPOOL?

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority over conditions of service in further education establishments. NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

LANCASHIRE COUNTY COUNCIL BLACKPOOL COLLEGE OF TECHNOLOGY AND ART Lecturer II in Economics with Marketing or Tourism

We are seeking someone with a degree in economics plus further experience or qualifications in marketing or tourism to teach students on Hotel and Catering courses up to HND level.

Cumbria Education Charlotte Mason College of Education Ambleside Principal Lecturer To serve as co-ordinator of all College involvement with schools.

SHIRECLIFFE COLLEGE-SHIREFIELD Principal Lecturer Community and Social Services Section Applications are invited for the above post to commence as soon as possible.

COLLEGES OF FURTHER EDUCATION continued LONDON ILLA South Essex Further Education Authority... NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

WALSALL WALSALL COLLEGE OF FURTHER EDUCATION... Applications are invited for the post of Lecturer in the Department of Technology.

NOTTINGHAMSHIRE COUNTY COUNCIL BLACKPOOL COLLEGE OF TECHNOLOGY AND ART Lecturer II in Economics with Marketing or Tourism

PORTSMOUTH HERRING TECHNICAL LEADERSHIP... Applications are invited for the post of Lecturer in the Department of Technology.

ROTHSCHILD Metropolitan Borough of Education... Applications are invited for the post of Lecturer in the Department of Technology.

ST. HELENS EDUCATION COMMITTEE... Applications are invited for the post of Lecturer in the Department of Technology.

STAFFORDSHIRE EDUCATION COMMITTEE... Applications are invited for the post of Lecturer in the Department of Technology.

Universities UNIVERSITY OF BIRMINGHAM... Applications are invited for the post of Lecturer in the Department of Technology.

Fellowships Studentships and Research Awards OXFORD... Applications are invited for the post of Lecturer in the Department of Technology.

Colleges of Education CAMBRIDGE... Applications are invited for the post of Lecturer in the Department of Technology.

TRINITY GRAMMAR SCHOOL Kew, Victoria... The present Headmaster, Mr John Leppitt, will retire at the end of 1978.

Teachers' Centres LINCENSHIRE... Applications are invited for the post of Lecturer in the Department of Technology.

Norfolk County Council The Norfolk College of Arts and Technology King's Lynn

Head of Faculty of Management and Arts and Head of Department of General Arts... Applications are invited for the post of Lecturer in the Department of Technology.

Tameside Metropolitan Borough EDUCATION DEPARTMENT... Applications are invited for the post of Lecturer in the Department of Technology.

Adult Education HERTFORDSHIRE... Applications are invited for the post of Lecturer in the Department of Technology.

Community Homes and Associated Institutions BRENT... Applications are invited for the post of Lecturer in the Department of Technology.

GREENWICH NEW COLLEGE... Applications are invited for the post of Lecturer in the Department of Technology.

We need teachers who can remain calm under fire as well as in the classroom. It's a tall order, we know. But then, we're not merely offering you a change of schools.

Adult Education HERTFORDSHIRE... Applications are invited for the post of Lecturer in the Department of Technology.

Community Homes and Associated Institutions BRENT... Applications are invited for the post of Lecturer in the Department of Technology.

GREENWICH NEW COLLEGE... Applications are invited for the post of Lecturer in the Department of Technology.

Teachers' Centres LINCENSHIRE... Applications are invited for the post of Lecturer in the Department of Technology.

Army Officer For further details write to: Captain G. C. Taylor, MA, RAEC, Ministry of Defence (A Ed 1), Dept. 24, Empress State Building, Lillie Road, SW6 1TR.

ATHROFA GOGLEDD - DD CYRILL The North Wales Institute of Higher Education... Applications are invited for the post of Lecturer in the Department of Technology.

SCHOOL OF NATURAL SCIENCES LECTURER Grade I in Physics and related Physical Sciences... Applications are invited for the post of Lecturer in the Department of Technology.

Teacher (part-time) (Observation and Assessment Centre for Girls) for General Subjects and Commerce. 32 1/2 hours per week plus extra duties.

Essex County Council... Applications are invited for the post of Lecturer in the Department of Technology.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY ST. VINCENT'S COMMUNITY HOME TANKERTON, KENT... Applications are invited for the post of Lecturer in the Department of Technology.

ORUOS HEATH SCHOOL-ALDRIDGE, WALSALL, W. MIDLANDS QUALIFIED TEACHER... Applications are invited for the post of Lecturer in the Department of Technology.

Barnardo's... Applications are invited for the post of Lecturer in the Department of Technology.

BRENT YOUTH AND COMMUNITY SERVICE

A Borough which cares for Youth and Community work under applications for the following posts:-

Warden of Alperion and Heather Park Community Centre... Salary: JNC Range 3 (points 4 to 8), £4,874 to £5,151 per annum, inclusive.

Youth Leader of Cheikhir Youth and Community Centre

This post offers an excellent opportunity for an experienced and qualified worker who is capable of accepting responsibility in developing a youth and community provision on one of the Council's major Housing Development schemes.

Assistant Youth Leader of The Roundwood Club

This Club is seeking a second professional worker to be involved in the continuing expansion of work catering for all age-groups of the community.

Warden of Kings Hall Community Centre

This post will be vacant due to the retirement of the present incumbent in January, 1978. The Centre is one of the most long-established in Brent.



EDUCATION SERVICE Like a change from Teaching?

COMMUNITY CENTRE WARDEN, Southall Community Centre... Salary: JNC Range 2, £3,426 to £4,251 per annum inclusive.

Ealing

The Council offer 100 per cent removal expenses, legal and estate agency fees up to £300, a lodging allowance, and season ticket loans.

If you are looking for a change of direction, why not write to the Chief Education Officer, Indley House, 79-81 Uxbridge Road, Ealing WS5U for application forms and further details.

Closing date December 15, 1977. Ref EDS22.

London Borough of Ealing

YOUTH AND COMMUNITY SERVICE continued

CALDERHALLE: The Calderdale Council is seeking applications for the following posts:-

Warden of Alperion and Heather Park Community Centre... Salary: JNC Range 3 (points 4 to 8), £4,874 to £5,151 per annum, inclusive.

Youth Leader of Cheikhir Youth and Community Centre

This post offers an excellent opportunity for an experienced and qualified worker who is capable of accepting responsibility in developing a youth and community provision on one of the Council's major Housing Development schemes.

Assistant Youth Leader of The Roundwood Club

This Club is seeking a second professional worker to be involved in the continuing expansion of work catering for all age-groups of the community.

Warden of Kings Hall Community Centre

This post will be vacant due to the retirement of the present incumbent in January, 1978. The Centre is one of the most long-established in Brent.

SOMERSET THE MARCHANT-BIRCHWAY

Applications for the following posts:-

Warden of Alperion and Heather Park Community Centre... Salary: JNC Range 3 (points 4 to 8), £4,874 to £5,151 per annum, inclusive.

Youth Leader of Cheikhir Youth and Community Centre

This post offers an excellent opportunity for an experienced and qualified worker who is capable of accepting responsibility in developing a youth and community provision on one of the Council's major Housing Development schemes.

Assistant Youth Leader of The Roundwood Club

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Warden of Kings Hall Community Centre

This post will be vacant due to the retirement of the present incumbent in January, 1978. The Centre is one of the most long-established in Brent.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

Applications for the following posts:-

Warden of Alperion and Heather Park Community Centre... Salary: JNC Range 3 (points 4 to 8), £4,874 to £5,151 per annum, inclusive.

Youth Leader of Cheikhir Youth and Community Centre

This post offers an excellent opportunity for an experienced and qualified worker who is capable of accepting responsibility in developing a youth and community provision on one of the Council's major Housing Development schemes.

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Warden of Kings Hall Community Centre

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OVERSEAS continued

Applications for the following posts:-

Warden of Alperion and Heather Park Community Centre... Salary: JNC Range 3 (points 4 to 8), £4,874 to £5,151 per annum, inclusive.

Youth Leader of Cheikhir Youth and Community Centre

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Warden of Kings Hall Community Centre

This post will be vacant due to the retirement of the present incumbent in January, 1978. The Centre is one of the most long-established in Brent.

Turkey, Ankara College

There are vacancies for September 1978 for teachers in English Language and in English Literature, Modern Mathematics, Modern Chemistry, Modern Physics, Modern Biology and General Science at the Middle and High School levels.

Applications should be sent to the Ankara College, Ankara, Turkey. Salary: £3,000 per annum. Two-year contracts for teacher and wife with return passages paid. Full medical and insurance under reciprocal agreement. Interviews will be held in Britain in February 1978.

HONGKONG POLYTECHNIC

The DEPARTMENT OF ACCOUNTANCY has vacancies for PRINCIPAL LECTURERS. In Financial and/or Management Accountancy. Candidates for one of these vacancies should have no less than five years of professional experience.

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries. Electrical Engineering Adviser. At Mohment Bny Technical Centre in work with Principal and Project Leader.

Science and Mathematics Teacher

To teach at Technician Training Department of Lerohill Technical Institute; responsible for development and organization of Science Laboratory and train local counterparts. Applicants should have Degree in Mathematics, Physics and Chemistry.

Head of Department Mechanical and Marine Engineering

The important post is open to candidates with a higher degree, a firm for management and who have academic and industrial experience at a senior level. Appointment is tenable indefinitely and will be on a gratuity-bearing contract of negotiable length.



Shell International Petroleum Company Limited invites applications for the few vacancies expected in September 1978 in the schools of the Royal Dutch/Shell Group operating in areas such as Curacao, Nigeria, Gabon, Oman, Siat of Brunei and Sarawak.

WILTSHIRE COUNTY COUNCIL Education Department

Youth & Community Service 2 DEPUTY HEADS OF CENTRES. JNC 3 (1 to 5), £3,426 to £3,826 per annum, plus £312 per annum supplement.

DEPUTY HEAD OF CENTRE. JNC 3 (1 to 5), £3,426 to £3,826 per annum, plus £312 per annum supplement.

YOUTH AND COMMUNITY WORKER. JNC 2, £2,712 to £2,928 per annum, plus £182 per annum supplement.

NAIROBI. Applications for the following posts:-

ZAMBIA. Applications for the following posts:-

KENYA PRIVATE ACADEMY. Applications for the following posts:-

SPAIN. Applications for the following posts:-

FRANCE. Applications for the following posts:-

ITALY. Applications for the following posts:-

ARABIAN GULF. Applications for the following posts:-

EGYPT. Applications for the following posts:-

ULUGUAT. Applications for the following posts:-

# Primary School Teacher

## Mediterranean Coast

### Algeria

We have a vacancy in the company's English Primary School in Annaba, Algeria, for a teacher for the lower junior class, age group 7 to 9, to take up appointment on 7 January 1978.

Applicants must be qualified with several years' experience of primary school teaching. They should possess a full valid UK driving licence.

The school was established four years ago for the education of the children of our employees engaged in engineering consultancy work for the Algerian Steel Corporation. No children from approximately 100 children between 5 and 13 years. The school provides primary/middle education strictly compatible with current UK practice in that the children can return to school in their country after two or more years in Algeria without loss of educational progress.

We offer a one-year contract in the first instance, renewable by mutual agreement, free transferable accommodation and a company car. Salary will be in accordance with current Burnham Scales plus a generous overseas allowance. Burnham Scale pension contributions and rights will be preserved. In the case of married applicants with children, education allowances and two paid holidays will be provided for their children who will normally need to continue their secondary education in the UK.

Please write briefly in the first instance, giving essential personal details and relevant experience, to Mr G. J. Dempsey, WS Atkins & Partners, Wanchoburgh, Ashby Road, Epworth, Sunny KT18 6BW, or telephone Epworth 24140 extension 2188 for an application form.

WS Atkins & Partners

# OVERSEAS TEACHING POSTS

## ENGLISH LANGUAGE SUPERVISOR (THAILAND)

Ministry of Education Teacher Training Department, based at Chulalongkornrajavidyalaya in English or Modern Languages Postgraduate TEFL qualifications and minimum 5 years' experience.

Salary: £5,210-£7,064 p.a.

Benefits: Overseas and Children's allowances; free accommodation; medical scheme; superannuation, 2 year contract.

77 PT 7

## LECTURER IN ENGLISH (SOUTH AFRICA)

University of Fort Hare, Lecturer to run Practical English Course specifically catering for the Khasi-speaking group.

Degree in English and experience of tertiary level English teaching essential. One year university qualification in TEFL desirable. Single candidates only.

Salary: £4,400-£5,514 p.a. approx.

Benefits: free furnished accommodation; employer's portion of UK superannuation, 3 year contract.

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## TEACHERS OF ENGLISH (VENEZUELA)

British Council Institutes, Mameabo and Ciudad Guayana

5 posts at each Institute, to teach Spring 1978 (March) and Summer 1978 (October) courses. Degree or teaching certificate with minimum RSA TEFL qualification or good TEFL experience.

Postgraduate TEFL qualification and 2 years' experience desirable. Single teachers or Married teaching couples without children preferred.

Salary: £3,732-£5,619 p.a.

Benefits: Overseas and accommodation allowances; medical scheme; employer's portion of superannuation contribution; 2 year contract, renewable.

77 FO 170-179

## SENIOR LECTURER IN ENGLISH (MALAWI)

University of Malawi, Zomba

To teach English to university students, especially those who are training to become teachers and to supervise postgraduate students and the language laboratory. Degree in English or Modern Languages and MA in English Language or Linguistics. Substantial experience of teacher training for secondary schools and ability to use a language laboratory essential. Experience of examinations work, CCTV and EBP desirable.

Salary: £5,210-£7,064 plus 10% per cent. Inducement allowance.

Benefits: personal and children's allowances; free furnished accommodation; medical scheme; employer's portion of superannuation, 2 year contract.

77 TU 142

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London, W1V 2AA.

THE BRITISH COUNCIL

## MINISTRY OF DEFENCE DEPUTY HEADSHIP (GROUP 5)

DHEKELIA PRIMARY SCHOOL IN CYPRUS FOR APRIL 1978

(1) Applications are invited from appropriately qualified and experienced teachers for the Deputy Headship of Group 5 Primary School. The successful candidate will be required to take the Upper Junior Class and be responsible for Mathematics throughout the School in addition to the Deputy Head duties.

(2) The Services Children's Schools abroad cater for the children of British Servicemen and sponsored citizens temporarily absent from the United Kingdom.

(3) SALARY is in accordance with the current Burnham Scale. In addition, the 1976 and 1977 Pay Supplement and the London Allowance of £312 per annum are payable. FOREIGN SERVICE ALLOWANCE: a taxable allowance is payable. SUPERANNUATION: normal rights of engagement. ACCOMMODATION is rent free. DURATION OF ENGAGEMENT: initially for a period of three years.

(4) All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Services Children's Schools abroad prior to the age of 40 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

(5) Requests for application forms should be made to a postcard to —

MINISTRY OF DEFENCE, CM(S)4L, ROOM 343, LACON HOUSE, THE BALDWIN ROAD, LONDON WC1X 8YU.



(6) The closing date for completed application forms is December 23, 1977.

## Health Education Officers

Salary Scale 4 (PE 13-14 to £4,344 per annum plus £312 per annum and 5% non-contributory superannuation)

We are looking for Health Education Officers for two new posts, one in King's Lynn Health District and one in Great Yarmouth and Waveney Health District.

The successful applicants, who will be based at King's Lynn and the Waveney respectively, will form part of a primary health education team. They will have the opportunity to develop the service in the two districts, both of which are central in attractive towns with delightful country and coastal surroundings.

Qualifications should preferably include a Diploma in Health Education but we are particularly looking for experience in the field of Health or Education. Further details and application forms are available from The Area Personnel Officer, Norfolk Area Health Authority, 182 Prince of Wales Road, Norwich NR1 1LE, or telephone Mrs. Jane Lucas, Norwich 611213 ext. 700. Please state in which post(s) you are interested. Closing date for receipt of applications 19th December, 1977.

## AREA HEALTH EDUCATION OFFICER (SCALE 18)

Salary Scale: £5,920 to £7,129

Applications are invited for this post which is based, at the present time, in Ceresbury, Surrey. The successful candidate will have executive responsibility for all health education work in an area which serves a varied population of about 650,000 and in which there are close links with the three districts and with community and hospital staff.

Responsibilities of the post include managing an active health education service; evaluating and advising on health education programmes and enrolling in drawing up Area plans and policies. There is also a field commitment. Candidates should ideally have completed a course of specialist training in health education and have considerable experience in health education work.

For further information, contact Dr Vincent, Area Specialist in Community Medicine, on 01-973 8801, extension 42. For application form and job description contact the Area Personnel Department, Merton, Sutton and Wandsworth Area Health Authority (Teaching), "Homewood", 14 Atkins Road, Belham, London SW12 8AD. Telephone 01-673 8881, extension 55. Closing date December 20, 1977.

Merton, Sutton and Wandsworth A.H.A. (Teaching)

## LONDON BOROUGH OF CROYDON

### APPOINTMENT OF General Inspector TO SPECIALISE IN PRIMARY EDUCATION

Applications are invited for the post of General Inspector. Applicants should have a good honours degree and have held a senior post(s) in schools or colleges or have worked in the Advisory Service.

Salary—Soulbury range—Head Teacher Group 10, £7,455-£8,079 plus pay supplements of £312 (April 1978) £189 (April, 1977) and London Allowance of £297. A car allowance is payable.

Particulars and application forms to be returned by Wednesday, 21st Dec, 1977, may be obtained from the Director of Education, Tolbooth House, Park Lane, Croydon, Surrey, CR9 3JS.

## Metropolitan Borough of Rochdale

PRIMARY ADVISER BHT Gp. 10 (£7,455 to £8,079) plus approximately £501 per annum in supplements

Applications are invited from well-qualified men and women with varied and successful teaching experience in primary schools. Candidates should have held posts of considerable responsibility.

Applicants are requested to indicate the specialist they can offer. It is hoped to appoint a person to be responsible for mathematics in primary schools, but candidates offering other specialist interests may be seriously considered.

Application forms and further particulars may be obtained from the Chief Personnel Officer, Personnel and Management Services Department, 166 Drake Street, Rochdale, Lancs, DL10 1XG, and returned duly completed by Tuesday, 20th December, 1977. Assistance with housing and removal expenses if required in appropriate cases. Essential user car allowance payable. (B.200)

## Education Department GENERAL INSPECTOR

with special responsibility for Drama

Salary: Soulbury Scale £7,455 to £8,079 plus £312 plus 5 per cent (maximum £208) (Burnham Head Teacher Group 10)

Further particulars and application forms available from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU.

Closing date for applications: December 16, 1977.

## BIRMINGHAM CITY COUNCIL

## WILTSHIRE COUNTY COUNCIL

### Education Department SENIOR ASSISTANT EDUCATION OFFICER (Primary)

Salary: Principal Officer 2, points 1 to 5, £5,688 to £9,584 (plus supplements of £520 per annum)

Responsible and challenging third-tier post offering considerable scope for initiative. Applicants must be graduates with a good honours degree or its equivalent and good teaching experience at a responsible level in primary or secondary education. Previous experience in educational administration desirable.

\* Assistance with removal expenses up to £500. \* Lodging allowance up to £10 per week. \* Job specification and forms from Miss G. M. Ryan, Secretary to Assistant Director, Education Department, County Hall, Trowbridge, Wiltshire quoting reference NA 77430. Closing date December 19, 1977.

## Administration

### Local Education Authority

**DUBLIN**  
ASSISTANT DIRECTOR OF EDUCATION  
The Dublin Education Board is seeking applications for the post of Assistant Director of Education. The successful candidate will be responsible for the day-to-day management of the Board's operations. The post is based in Dublin and the successful candidate will be required to travel extensively throughout the country.

## General

### HEALTH EDUCATION OFFICER

Applications are invited from well-qualified men and women with varied and successful teaching experience in primary schools. Candidates should have held posts of considerable responsibility.

## Metropolitan Borough of Rochdale

PRIMARY ADVISER BHT Gp. 10 (£7,455 to £8,079) plus approximately £501 per annum in supplements

Applications are invited from well-qualified men and women with varied and successful teaching experience in primary schools. Candidates should have held posts of considerable responsibility.

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### GENERAL INSPECTOR

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Closing date for applications: December 16, 1977.

## BIRMINGHAM CITY COUNCIL

## WILTSHIRE COUNTY COUNCIL

### Education Department SENIOR ASSISTANT EDUCATION OFFICER (Primary)

Salary: Principal Officer 2, points 1 to 5, £5,688 to £9,584 (plus supplements of £520 per annum)

Responsible and challenging third-tier post offering considerable scope for initiative. Applicants must be graduates with a good honours degree or its equivalent and good teaching experience at a responsible level in primary or secondary education. Previous experience in educational administration desirable.

\* Assistance with removal expenses up to £500. \* Lodging allowance up to £10 per week. \* Job specification and forms from Miss G. M. Ryan, Secretary to Assistant Director, Education Department, County Hall, Trowbridge, Wiltshire quoting reference NA 77430. Closing date December 19, 1977.



The Royal Society For The Protection Of Birds

## Assistant Education Officer (Educational Aids)

Based at the RSPB's Sandy headquarters, the main duties of this post are to design and produce educational aids and information on birds and natural history for use by teachers in schools and colleges. Artistic skill, adequate ornithological knowledge and teaching experience essential.

Salary within scale £3,123-£3,912 (under review).

For further details and application form please write (s.a.e. please) to Miss J. Raftery, RSPB, The Lodge, Sandy, Bedfordshire.

## BEC BUSINESS EDUCATION COUNCIL

### BEC OFFICERS

The Business Education Council invites applications for a new post of a BEC Officer. The Officer, who will join a team of five already in post, will be based in London but will travel extensively in England, Wales and Northern Ireland. BEC Officers have a major responsibility for liaison between BEC and colleges' professional bodies and employers and one key figure in planning and co-ordinating the work of the BEC Boards and Committees. The appointment is permanent but a period of secondment of not less than three years might be considered.

Appointment will be made to one of three salary scales within the range £6,100 to £7,800 (bar) to £9,400 depending upon present position, salary and relevant experience. Further information and application forms from: The Chief Officer (D), Business Education Council, 76 Portland Place, London W1N 4AA, for return January 12, 1978.

## Somerset County Council

### County Catering Adviser

Candidates for this senior post, which carries executive responsibility in the catering functions of the Education Department and advisory responsibilities in respect of the catering functions of other County Council Departments, must have wide experience of practical management, not necessarily in local government, and appropriate professional qualifications.

The salary will be £5,929.57, rising by increments to £8,577.57. Inclusive of supplements (N.J.C. Scale P.O.1(VI)).

Application forms, which should be returned by 20th December, and further details are available from The Chief Education Officer (Staffing NT), County Hall, Taunton.

## Commonwealth Secretariat

Vacancy for Chief Project Officer (Education) in the Education Division of the Commonwealth Secretariat, London. Applications are invited for the post of Chief Project Officer (Education) in the Education Division. Salary will be in the range of £6,583 to £8,401 including £489 per annum London Weighting.

A good university degree or recognised equivalent in the field of technology, a postgraduate teaching qualification, and relevant experience in teaching and administration in at least one developing country of the Commonwealth. A background of technical education in more than one country or region would be an important advantage. Qualifications

To carry out assignments and projects as allocated from time to time by the Director, particularly in the field of technical and vocational education and to initiate, follow up and generally participate, within the framework of established policies, in programmes of education designed to foster Commonwealth cooperation. The officer will also be responsible for the coverage of specific geographical areas of the Commonwealth in the field of education including collaboration with relevant divisions and sections of the Commonwealth Secretariat in pursuit of his duties. The successful candidate will be appointed initially for a three year period. Applications giving full details of qualifications and experience, and the names and addresses of three referees, should be submitted by 19th December, 1977 to:

Administrative Officer (Personnel)  
Commonwealth Secretariat  
Marlborough House, Pall Mall, London SW1Y 6JX  
01-839 3411

UPPER 1/150

### R. S. P. C. A. PUBLICATION INFORMATION SECTION Education Department A Graduate Biologist

with animal welfare interests is required to compile information and to carry out short-term research if necessary, on topical issues with an educational content. The appointee will also be responsible for co-operating with others in organising study courses for teachers, etc. Applicants must have initiative and will have opportunities to develop their particular talents as a member of the RSPCA's Education team. A clean driving licence is essential. Salary within scale £2,529-£3,702 per annum, plus Phase I and Phase II Pay Supplements.

Applications in writing including full curriculum vitae to be addressed to: PERSONNEL MANAGER, Causeway, Horsham, Sussex RH12 1HG.

### Editor

Hodder & Stoughton Educational are looking for an experienced editor to assist the editorial director in the handling and development of their extensive range of secondary school books in arts subjects, including modern languages. The job will be based at Dinton Green.

This important appointment, which is expected to lead to full sponsorship, will be filled by a graduate, preferably in modern languages, with at least three years' relevant experience and with the ability to cope with a substantial workload.

Salary will be in accordance with the NUT/Hodder & Stoughton agreement.

Please write, giving details of age, qualifications, experience and current salary, to:—

The Personnel Manager, Hodder & Stoughton Limited, P.O. Box 703, Dinton Green, Sevenoaks, Kent TN13 2YA. Tel. Sevenoaks 80111.

### THE LONDON CHAMBER OF COMMERCE AND INDUSTRY

### COMMERCIAL EDUCATION SCHEME

Applications for the following appointments are invited:—

- (A) CHIEF EXAMINER For Single-Subject Examination (1) Typewriting (Elementary Stages).
- (B) ASSISTANT EXAMINERS For Single-Subject Examinations (1) Accounting (Higher Stage), (2) Bookkeeping (Elementary and Intermediate Stages), (3) English for Commerce (Intermediate Stage), (4) Costing (Intermediate and Higher Stages).

For Secretarial Studies Certificate

- (1) Audio/Typewriting Dulles, (2) Shorthand/Typewriting Dulles, (3) Background to Business, (4) Communications, (5) Office Practice.

These posts are for examinations in 1978/79. Application forms, details of the duties, together with scale of payments may be obtained from:—

The Assistant Director and Administrative Officer, London Chamber of Commerce and Industry, Commercial Education Scheme, Marlowe House, Station Road, Sidcup DA15 7BJ.

Applications close Friday, December 16, 1977

### ADMINISTRATION General continued

**LONDON, W.I.** THE SOCIETY OF... Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**MANCHESTER** THE SOCIETY OF... Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**SCARBOROUGH CRICKET CLUB** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**CHILD CARE** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**LIBRARIANS** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**ANCILLARY SERVICES** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**EDUCATIONAL PSYCHOLOGISTS** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**EXAMINERS** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**CHURCH OF SCOTLAND PULPIT** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...

**BARTON CHILDREN'S HOLIDAYS** Applications for the following posts: (1) CHIEF EXAMINER... (2) ASSISTANT EXAMINERS... (3) CHIEF EXAMINER... (4) ASSISTANT EXAMINERS... (5) CHIEF EXAMINER... (6) ASSISTANT EXAMINERS...



### HERTFORDSHIRE COUNTY COUNCIL SOCIAL SERVICES

### PRINCIPAL SOCIAL WORKER Intermediate Treatment

Required in Hertfordshire for participation and development of children in residential treatment. Suitable for experienced candidates from Probation, Social Services, or Education service in a senior capacity, capable of independent thinking and imagination in the field of activity. Principal holds direct reports to Deputy Director and the successful candidate will be expected to manage the development of the management task. Resources include residential intermediate treatment hostel, narrow boat, transport, etc. Present budget £45,000. Assistance with a commutation possible. Salary, SO2, £5,329 to £5,631. For further details ring Mr. Brian Calver, Deputy Director, Hertford 54242, extension 5226. Closing date, December 21, 1977.

### Primary Teachers

We need several more ex-Primary Teachers to help us promote and discuss our products with teachers in schools. The areas we wish to cover include Surrey/Sussex, West Midlands and Manchester/Liverpool.

Applicants must have their own car and be fully aware of the needs of teachers and children at primary level. Candidates will be resident in one of the above areas and be required to work about 3 days a week, in term time only. Please send full details to:—

M.H. ESA Creative Learning Limited, Pinnacles, PO Box 22, Hinxley, Essex CM19 5AY.

### CRAFTS ADVISORY COMMITTEE RESEARCH ASSISTANT

The Crafts Advisory Committee requires an educational research assistant to serve its working party on the craft in education. The working party will be conducting the teaching of the craft at secondary, tertiary and post-graduate level and the status of apprentices in independent workshops.

The research assistant will be required to collect information and statistics and to interview a wide range of individuals involved with the craft in education. Some travelling will be involved. He/she will be expected to produce a short paper on a particular aspect of the subject for each of the working party's meetings.

The appointment is for six months, commencing in January. Applicants should be graduates with some appropriate postgraduate research experience. A fee of £1,500 will be paid, together with certain agreed expenses.

Please apply immediately with a letter setting out qualifications and experience to: The Deputy Secretary, The Crafts Advisory Committee, 12 Waterloo Place, London SW1T 4AU.

### East Anglian Examinations Board (for the Certificate of Secondary Education) Examinerships 1978

Applications are invited for Assistant Examinerships in the following subjects: Commercial Subjects (Commerce, Office Practice, Principles of Accounts, Social Examinations, Theory of Accounts), Typewriting (Home Examinations, Retail), Geography (Geography, Technical Studies, Retail), Woodwork (Modern Materials), History (Mathematics, Arithmetic, Needlework, Languages (French, German, French Studies), Biology, Religious Education, Rural Studies, Science (Biology, Chemistry, Human Biology, Physics), Technical Drawing, Elements of Sociology, Computer Studies, Child Care.

Applicants should have suitable teaching and/or examining experience and those appointed will be required to assist in the marking of scripts under the direction of the Board's Chief Examiners. For application forms and further particulars send a stamped addressed envelope to: The Secretary, East Anglian Examinations Board, The Lindey, 14 Linden Road, Colchester, Essex, CO1 3RL, stating the subject of interest. Completed applications must reach the Secretary to the Board by December 12, 1977.

### POOLE ARTS TRUST

require for their new £4 million Arts Centre, opening early 78, the following additional managerial staff:

### ARTS WORKSHOP ORGANISER (up to £4,500)

The Centre's Arts Workshop areas are to be entirely directed and initiated by the Workshop Organiser whose fund of ideas and range of abilities must extend across all the performing and visual arts. Running courses, directing productions, working with local groups and societies, offering a creative resource point to individuals are all part of this post. The Organiser's energy and flair must be complemented by sound technical and administrative ability. For further details and application form write immediately to: Anthony M. Covell, Director, Poole Arts Centre, Civic Centre, Poole, Dorset.

### WIRRAL FURTHER EDUCATION APPOINTMENTS

### ASSISTANT DIRECTOR (FORWARD PLANNING)

£6,729 to £7,407 plus £312 plus pay supplement 1977

Applications from suitable persons to lead the Forward Planning Division in the administration of matters connected, in the main, with sites and buildings.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH (telephone 051-647 7020, extension 418) returnable by December 16.

### BOLTON METROPOLITAN BOROUGH GENERAL ADVISER

with responsibility for Music - Inland Teacher Group 2, £5,492/£7,112, plus Phase I and 2 Pay Awards

Applicants are invited to apply from both qualified persons holding such posts in the field of Music and having knowledge and understanding of music development, taking place over study within the Education Service. Preference will be given to applicants who have had previous experience of advisory work at work of a senior level in secondary schools or in teacher training.

The person appointed will be a member of a group of General Advisers, responsible for the area of Music, and ultimately to the Chief Adviser and will have general responsibility for a group of primary and secondary schools in addition the successful applicant will be expected to make a special contribution throughout the Authority reflecting their particular experience and qualifications. The appointment will be with effect from 1 April, 1978, or as soon as possible thereafter.

Application forms and further details may be obtained from the Personnel Officer, P.O. Box 29, Town Hall, Bolton BL1 1NU Tel 2271, Ext. 3871, and should be returned by 7th December, 1977.

### City of Salford EDUCATION DEPARTMENT

### ASSISTANT EDUCATION OFFICER SCHOOLS SECTION P.O.4 GRADE-£5,889-£6,564+ supplements of £520 p.a.

Applications are invited from men and women with Administrative and Teaching experience, for this Third Tier Post, the duties of which include responsibility for the starting of the authority's schools; allocation of pupils to schools; the meetings of Managers and Governors and General Policy Planning. Post Ref 2502/TES. This post is permanent, superannuable and subject to the satisfactory completion of a medical questionnaire. Candidates applying will reflect experience and qualifications. Please write or telephone 051-765 3158 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Salford M27 2BN, to whom they should be returned by 16th December, 1977.

### County of Cleveland

### EDUCATION DEPARTMENT SENIOR ASSISTANT EDUCATION OFFICER

Co-ordination, Planning & Development £8,119-£8,707

Applications are invited for the above post for men and women with appropriate administrative and managerial experience. This is a key post and the successful applicant will be responsible to the County Education Officer for a Division within the Department similar to the Education Planning and Development Division within the Cleveland Education Service. The County Council have adopted a corporate approach to management and planning at all levels in the corporate management and planning process.

Applications are invited for the removal of housing-related matters which will be available within the County Area. Application forms and further particulars are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 2BL. Closing date for applications 16th December, 1977.

### ilea INNER LONDON EDUCATION AUTHORITY

### Inspectors of Multi-Ethnic Education

Salary scale: £7,668.80-£8,669.80 (inclusive of London Weighting and Phases 1 and 2 Supplements).

Required as soon as possible three inspectors to form part of a team of five. The team's remit covers the whole field of multi-ethnic education at all stages, from pre-school to university. The team will be responsible for the development of multi-ethnic education in the City of London. The team will be responsible for the development of multi-ethnic education in the City of London. The team will be responsible for the development of multi-ethnic education in the City of London.

Details and application forms from the Education Officer (EO.154b, 2A1) Room 367, County Hall, London, S.E.1, 7PB. Please enclose a stamped addressed envelope. Forms to be returned by 16th December 1977.

### Education Department Professional Assistant

Salary: PO1(a), £5,494 to £6,055 per annum, inc. plus "Essential User" car allowance.

If you are looking for a move which could ultimately lead you to a top post in Education Administration, this could be the one. As a Professional Assistant, you would be starting on the first rung of the ladder. To begin with, you would be a trainee, but gradually, with in-service training and planned job rotation, you would be developed to take on increasing responsibilities for the work of an Assistant Education Officer. It is our policy to combine administrative and advisory work. You will be able to continue to use your particular specialism in advising schools in curriculum matters and, at the same time, gain valuable experience in staffing, financial and planning aspects. We are looking for a qualified teacher with at least five years' experience in different teaching posts, a good Honours Degree and postgraduate teacher training. You should already have reached a position of responsibility within teaching. The Borough is within easy access of Central London and bordered by Epping Forest and the Lea Valley Regional Park. Application form and further details from Personnel Officer, Town Hall, Forest Road, London E17 4JF (telephone 01-531 8888, 24-hour answering service). Closing date: December 16, 1977. Please quote reference G.730.

### London Borough of Waltham Forest

### HM Inspector of Schools Primary and Middle Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors to work mainly in the education of pupils aged 5 to 13. Inspectors form a service of professional officers in the Department of Education and Science, and their work involves inspecting and advising schools, consulting with local authorities and reporting to the Secretary of State.

Candidates should have appropriate teaching experience and understanding of child development and a knowledge of relevant current thought and practice. They should indicate whether they have an interest in a particular part of the appointment and should refer to any special interest or expertise in any aspect of the curriculum. Starting salary within the range £6,825 to £8,418 (higher in function) plus pay supplements as appropriate. Higher posts are normally filled by promotion.

Application forms to be returned by December 30 and further information may be obtained from Miss R. C. Taylor, Department of Education and Science, Room 192, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-828 0222, extension 2232. Please quote 8/77E. DEPARTMENT OF EDUCATION AND SCIENCE

### Leicestershire PRIMARY SCHOOLS ADVISER

£7,455-£8,079 p.a. plus supplement of £501 p.a.

Applications (April, 1978, appointment) for this interesting and responsible post are invited from men or women with good primary teaching experience and Deputy Head Teacher level. We are looking for a progressive person with ideas, imagination and vision to join a team of primary advisers concerned particularly with the education of children aged 3-11 years. Further particulars on request. Applicants (no forms) with names and addresses of two referees and a recent testimonial to Director of Education, Room 55, County Hall, Glenfield, Leicestershire LE3 8HF, by 16th December.

### Leicestershire ASSISTANT EDUCATION OFFICER (SCHOOLS)

£5,406 to £6,057 plus £520 supplements

This post, which will involve liaising and visiting with secondary schools (except on promotion) will be filled by April 1, 1978. It is open to men and women graduates with a post-graduate record preferably including Head of Department experience in a comprehensive school. Experience in an Education Department is desirable but not essential.

Salary P.O.1 (8-10) £5,406 to £6,057 plus supplement £520 p.a. Starting point according to experience. Details on request. Tel. 871313, ext. 256. Apply (no forms) with names and addresses of two referees by December 19, to Director of Education, County Hall, Glenfield, Leicestershire LE3 8HF.

### NORTH-EASTERN EDUCATION AND LIBRARY BOARD

### Applications are invited for the following posts:— HEADQUARTERS Specialist Assistants to the Music Adviser (Two Posts)

Salary scale £3,268 to £4,011 per annum plus cost of living supplements.

(1) A Specialist Assistant is required to teach the Violin to Diploma Standard. Ability to teach the Viola desirable. (2) A Specialist Assistant is required to teach Brass Instruments. A knowledge of Woodwind Instruments desirable. The two posts are organized on a part-time basis. Applicants should have suitable teaching experience and a knowledge of the instruments to be taught. Facilities will be available to take part in Ensembles and Performances. Extra payment will be made for additional work. Normal NICE and subsistence rates will be payable for approved travel on duty. The above posts are open to both men and women. Application forms may be obtained on receipt of a stamped addressed envelope from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 152 Colquhoun Road, Sheffield S1 2HQ, and must be returned not later than Thursday, December 15, 1977. Conveying in any form will disqualify.

**Cornwall Education Committee**  
**Peripatetic Area Music Tutors - Scale 3**

- (1) Area Music Tutor—West Cornwall (Penwith and Kerrier District)
- (2) Area Music Tutor—Central Cornwall (Carrick and Restormel District)
- (3) Area Music Tutor—North and East Cornwall (North and Caradon District)

Applications are invited from qualified and experienced teachers for three full-time posts available from April 1978. A candidate not able to take up the post until September will be considered.

Applicants should be gifted teachers with an understanding and experience of modern classroom methods; competent musicians with a broad musical outlook; instrumental or voice specialists of high standard; able to work happily in a cooperative teaching situation.

While being in charge of area teams, the successful candidates will themselves also be working as members of the County Music Service which operates under the direction of the Senior County Music Adviser.

A car is essential for which a casual users allowance is available. There is a scheme for removal expenses. Further details and an application form may be obtained from the Senior County Music Adviser, Old County Hall, Turo. Please send stamped addressed envelope.

Closing date for application: January 5, 1978.

**MISCELLANEOUS**  
**Appointments continued**

**IRISH/SHIRISH**  
 The Irish/SHIRISH Centre, 111, Upper Richmond Road, Richmond, Surrey, is seeking applications for a part-time teacher of Irish/SHIRISH in the area of the centre. Applicants should have a minimum of five years' experience in teaching Irish/SHIRISH in a school or college. The successful candidate will be responsible for the teaching of Irish/SHIRISH to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Richmond, Surrey, 111, Upper Richmond Road, Richmond, Surrey, TW9 1JL. Closing date: December 15, 1977.

**ENGLISH AS A FOREIGN LANGUAGE**  
 The English as a Foreign Language Centre, 111, Upper Richmond Road, Richmond, Surrey, is seeking applications for a part-time teacher of English as a Foreign Language in the area of the centre. Applicants should have a minimum of five years' experience in teaching English as a Foreign Language in a school or college. The successful candidate will be responsible for the teaching of English as a Foreign Language to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Richmond, Surrey, 111, Upper Richmond Road, Richmond, Surrey, TW9 1JL. Closing date: December 15, 1977.

**Public Notices**

**M.A. AND P.H.D. PROGRAMMES**  
 The University of London is offering a number of part-time M.A. and P.H.D. programmes in the following subjects: English Literature, History, Law, Music, Philosophy, Politics, Psychology, Sociology, Theology, and Zoology. For further details, contact the Registrar, University of London, 40, Bedford Way, London, EC1A 4JF.

**CHANNING SCHOOL**  
 The Channing School, 111, Upper Richmond Road, Richmond, Surrey, is seeking applications for a part-time teacher of English as a Foreign Language in the area of the school. Applicants should have a minimum of five years' experience in teaching English as a Foreign Language in a school or college. The successful candidate will be responsible for the teaching of English as a Foreign Language to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Richmond, Surrey, 111, Upper Richmond Road, Richmond, Surrey, TW9 1JL. Closing date: December 15, 1977.

**Awards and Scholarships**

**Clifton College, Bristol**  
 One Scholarship of up to £850 and two of up to £400 each will be completed for on Tuesday, February 28, 1978. In addition, all awards provide free tuition in music to the value of £170. Candidates must be under 14 years of age on June 1, 1978. The school, with a music staff of 22 (including full-time and visiting specialists), has an outstanding tradition. There are unlimited orchestral, choral and other various musical activities available. Full details from: The Headmaster, Clifton College, 32 College Road, Bristol BS8 3JH.

**Berol LIMITED**

Some people think that Berol Limited produce art materials, pencils and markers for schools.

At Berol Limited we think we produce contented teachers and video-avivik kids.

If that sounds interesting to you and you have a leaning towards Art and Crafts you could be our

**SALES REPRESENTATIVE**


Ideally an interest in Art and a concern for education is what we are looking for. Previous selling experience, whilst useful, is not essential because we will train you. You will be responsible for calling on Schools, Supplies Officers and Advisers in

Bucks, Oxon, Northants, Leics and Warwick.

A company car will be provided. Local, but not least, the opportunities for career involvement in this people-oriented Company are considerable.

Telephone for an application form to Yvonna L.ավ King's Lynn office phone King's Lynn 01221.

Berol Limited, Oldwood Road, King's Lynn, Norfolk PE30 4JR.



**English as a Foreign Language**

**IRISH/SHIRISH**  
 The Irish/SHIRISH Centre, 111, Upper Richmond Road, Richmond, Surrey, is seeking applications for a part-time teacher of Irish/SHIRISH in the area of the centre. Applicants should have a minimum of five years' experience in teaching Irish/SHIRISH in a school or college. The successful candidate will be responsible for the teaching of Irish/SHIRISH to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Richmond, Surrey, 111, Upper Richmond Road, Richmond, Surrey, TW9 1JL. Closing date: December 15, 1977.

**Educational Courses**

**THE UNIVERSITY OF LONDON**  
 The University of London is offering a number of part-time M.A. and P.H.D. programmes in the following subjects: English Literature, History, Law, Music, Philosophy, Politics, Psychology, Sociology, Theology, and Zoology. For further details, contact the Registrar, University of London, 40, Bedford Way, London, EC1A 4JF.

**Personal Announcements**

**A PRIVATE ADVANCE**  
 The Private Advance, 111, Upper Richmond Road, Richmond, Surrey, is seeking applications for a part-time teacher of English as a Foreign Language in the area of the centre. Applicants should have a minimum of five years' experience in teaching English as a Foreign Language in a school or college. The successful candidate will be responsible for the teaching of English as a Foreign Language to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Richmond, Surrey, 111, Upper Richmond Road, Richmond, Surrey, TW9 1JL. Closing date: December 15, 1977.

**Buckinghamshire**  
 Milton Keynes Division  
**Willen Lake**

**MANAGER**  
 BURNHAM SCALE 3 (male or female)

Milton Keynes, a new city, is developing a water complex based on Willen Lake. The post of Manager, available from January, 1978, or April, 1978, will be a joint Bucks County Council/Milton Keynes Development Corporation appointment. The Manager will be responsible for providing a wide range of recreational services including sailing, canoeing, angling and camping. He/she will also be responsible for a full school self training programme. During the winter months, the successful candidate will be expected to take a teaching commitment.

As a member of the Recreation Unit, the Manager will be expected to contribute to the management committee of the Milton Keynes Development Corporation which is catering for the leisure needs of a projected population of 200,000. Consequently, we are looking for a person who can combine management qualities with sailing experience for this challenging post.

The Milton Keynes Development Corporation are prepared to help with rented housing. Removal expenses are also available in accordance with the conditions of the MKDC. Application forms and further details available from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a stamped addressed foolscap envelope.

**Outdoor Education**

**CORNWALL**  
 The Cornwall Education Committee is seeking applications for a part-time teacher of Outdoor Education in the area of the centre. Applicants should have a minimum of five years' experience in teaching Outdoor Education in a school or college. The successful candidate will be responsible for the teaching of Outdoor Education to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Cornwall, Cornwall, Cornwall. Closing date: December 15, 1977.

**Appointments Wanted**

**CAREERS OFFICER/ADVISER**  
 The Careers Office, 111, Upper Richmond Road, Richmond, Surrey, is seeking applications for a part-time careers officer/adviser in the area of the office. Applicants should have a minimum of five years' experience in teaching careers education in a school or college. The successful candidate will be responsible for the teaching of careers education to children and adults. The salary is £10,000 per annum. Applications should be sent to the Director of Education, Richmond, Surrey, 111, Upper Richmond Road, Richmond, Surrey, TW9 1JL. Closing date: December 15, 1977.

**Summer Teaching Vacancies**

**ENGLISH AS A FOREIGN LANGUAGE**

We shall be taking an extra staff at our Centre in Bournemouth for the months of June, July, August and September, 1978.

We are looking for graduates and/or certificated teachers with lively minds, experience and qualifications in the teaching of English as a Foreign Language to adult students.

We are offering very good pay, good working conditions and an opportunity to use really modern methods and materials.

If you are interested, please ask me for further details and application forms.

D. Ferris, Principal, European Language and Educational Centre, 26 Dean Park Road, Bournemouth B11 1HZ.

If you do not receive a reply in your application within four weeks, please assume that it has not been successful.

**Entertainments**

**CHRISTMAS EVENTS**  
 The National Gallery is holding a series of Christmas events, including a concert, a play, and a film. For further details, contact the National Gallery, Trafalgar Square, London, WC2R 0AN.

**For Sale and Wanted and Postal Shopping**

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 One Scholarship of up to £850 and two of up to £400 each will be completed for on Tuesday, February 28, 1978. In addition, all awards provide free tuition in music to the value of £170. Candidates must be under 14 years of age on June 1, 1978. The school, with a music staff of 22 (including full-time and visiting specialists), has an outstanding tradition. There are unlimited orchestral, choral and other various musical activities available. Full details from: The Headmaster, Clifton College, 32 College Road, Bristol BS8 3JH.

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The Ministry is offering about 12 awards to enable the study of Education in developing countries and to enlarge the experience of those from Britain employed in the field. Awards are available for six months to two years, and may involve study for a higher degree or a period of attachment or an investigation. Successful employment will be expected in a related area, namely overseas. Applicants, preferably senior teachers or educationalists, aged 25 to 45, should have work experience overseas in one of the listed fields:

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- (2) Administration of education including the running of schools.
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- (4) Curriculum innovation.
- (5) The use of new media.
- (6) Non-formal education and communication in the field of social education.
- (7) Educational innovation including industrial training and non-formal development.

Further details will be supplied on application to Adam A.222, Ministry of Overseas Development, Room 5011, Whitehall, London SW1A 2JF. Tel: 01-753 4172.

Each candidate will be expected to provide a reference from a senior official in the field of education in the United Kingdom.

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PROPERTY, suitable study, outdoor, etc. For further details, contact the National Gallery, Trafalgar Square, London, WC2R 0AN.

# Wider still and wider

Expansion or inflation? In its third year of existence the Schools Prom is slipping up as a distinctly media phenomenon. The television cameras were there, rising up between the harps and lussions like a pantomime devil; after the end of each item (thoughts) briefly flashed an all and sundry to remind the audience that it, too, was being watched; and the presence of microphones also reinforced the point that much of the two nights' events would eventually find its way on to disc.

That is all fair enough, even if it did appear sometimes to stimulate somewhat officious demonstrations of approval. If the Schools Prom has to expand, it has to expand its audience, and since the capacity of the Albert Hall is finite and the capacity of the media probably infinite, recording and television is the way it should go.

There must be few events in an organizer's calendar which can guarantee both excellent quality and sold-out houses three months in advance. In effect, the five concerts act as an exact family reunion for participants and friends of the National Festival of Music for Youth, which as we know takes place in July. The Schools Prom, which takes its material from the earlier festival's annual survey of the best in British music for youth, can aim to widen public interest in the form of a remarkable enterprise. But a two-night concert series or a three-day festival can give only a very concentrated summary of the state of the art.

All the more reason, then, for not introducing elements from abroad which take up valuable time. You can pack just so much into one

small space: as Assip remarked, there is a point in the expansion of a trip to hold positions beyond which it is imprudent to proceed. The well-publicised introduction of guest youth solo and dance teams from the Soviet Union into this year's celebrations may have been justified as a diplomatic gesture, but in every other respect there was nothing in it whatsoever.

A great deal more effort had gone into "internationalising" the Schools Prom than had gone into the choice of what Russian groups might best complement the British musical talents on display. To those who matter, the players, their teachers and their audience, the Schools Prom is a musical affair, not a cultural show. Much as we may admire the athletic prowess of the young dancers from the Leningrad and other regions, our fascinated by the strange kuznetz-like singing of the girls, the fact is that so-called ethnic entertainment of this kind and kind, apart from seeming interminable, represents a time-wasting youth culture of the kind that a Schools Prom should not cater for. As a musical festival, it should be concerned with talent and of the same age (not older as the British participants).

Russians apart, there was a special atmosphere over the music of this year's Schools Prom series. There was less lewdly excitement, at least up to the traditional "Land and Sea" and "The Song of the Sea". It was apparent from the outset of both programmes, a spot usually taken by a hand so as in get everything off to a musing start. Well, on Monday evening the celebrated

Darlington Youth Brass Band surprised us all with a Promenade overture by Frank Bryce which in both sound and complexity approached the symphonic idiom. It was exceptional music, denaturing a great deal from players and conductor, and its effect was sobering, justified as a diplomatic gesture, but in every other respect there was nothing in it whatsoever.

This sobriety emerged as a characteristic of all the British contributions, and in its own way acted to offset the events' customary flashy packaging. Holme Valley, a brass band, played with big normally resonant Spanish-style instruments, showed clear and attractive early music, and even even six to a part. Billingdon's ambitious large brass band sounded off with a surprisingly laid back jazz piece called "Moonlight". Billingdon College Chamber orchestra played some conductor, conducted by the Scandinavian Lars-Erik Lersell, drawing admiration for their control through the musical justification for conducting less playing to escape me. The year's star turn, performing on both evenings, was the Rowlands Castle Brass from Hampshire, conducted by Dion Sins. Their gentle music, box chimes were framed by little details of taking up and laying down the horn-hulls which did their bit to sweetly proceedings.

Kingdale School Dance Band, normally a favourite, who have made quite a career for themselves, still impress as an uneven ensemble, and their unexpected encore, an arabesque version of MacArthur's Bark, seemed miscalculated. Alwyn Thorpe's Redlands Junior Recorder

ders, however, also regular participants, never fail to brighten the mood with their sweet, chirpy sounds, perfectly in tune, and their handling of Albrechtsberger's difficult Fugue and Chorale in G was perfectly assured. A clarinet quartet from Marshallswick displayed great technical finesse but drew attention to the death of good music for the combination which may be a hint to any composers reading this report.

Chief guest Lapani from Michael Aspel making a palpable hit as conductor was Yehudi Menuhin who took the solo in a Vivaldi violin concerto on each night. On Monday William Ellis School Chamber Orchestra supported him in a nervous, slightly distant but tender "Il Piacere" concerto, and on Tuesday the strings of Wells Cathedral School accompanied Menuhin and young Fiona Paine in the double concerto for violin and organ in D.

The world of percussion was well represented by Ron Forbes' Cudds group on Tuesday, who played two entertaining and also didactic pieces to show just how these professional instruments are properly played. Surrey County Youth Orchestra, under Elgan, on Monday seemed rather blasé, redressed the balance on Tuesday with a repeat of their National Festival concerto triumph. A movement of the Mozart for flute and harp, exquisitely finished. After the concert's curtain call, of Stan Kenton, two movements of a Shostakovich string quartet by Middleburgh's Cleveland Quartet could only be described as amazing. St. Dominic's tiny "Four in Fugues", appearing rather just as a chapter in the current music, and the other players in attentiveness or group precision, a revival impression that not even the Pump and Circumstance of West Glamorgan Youth Orchestra could quite equal.

# Real Inspector

John Russell Taylor

Tom Stoppard. By Ronald Hoare. Heinemann Educational 225 pp. £19.95.

Stoppard has been one of the phenomenally successful of our living playwrights, both in the theatre and in the cinema. All this is rather surprising, since he has always figured among most shyly intelligent and unsharply intelligent of our generation. Even his first big success, *Rosencrantz and Guildenstern Are Dead*, made few concessions to the general public, and his second, *Jazz*, was almost definitely a post-graduate play, working on a very obscure concept about the non-existence of characters in drama. And yet, his plays have struck a chord with the general public, and his latest, *Real Inspector Hound*, is no exception.

In his study of Stoppard, Ronald Hoare, who has seen him in the flesh, tells us that Stoppard is a self-styled realist, and that his work is not as obscure as he is often portrayed. He is a realist, and his work is not as obscure as he is often portrayed.

Stoppard's work is not as obscure as he is often portrayed. He is a realist, and his work is not as obscure as he is often portrayed. He is a realist, and his work is not as obscure as he is often portrayed.



A taste of things to come... Newcastle-upon-Tyne, photographed by Chris Killip in British Image 2 (Arts Council £3,000).

# Wandering players

J. M. Thomson

Small groups of English and Scots Travellers. The state of health of the singers, and the Travellers as a whole, is worryingly poor for their mode of life: their almost continual harassment by unscrupulous tourists who seek to exploit their undernourished strength for the sake of a few pence, their chest and respiratory ailments, their "biographies" reveal a life-style breath-takingly stark with glimpses of a more ordered past when they practised their traditional crafts of making baskets, birch brooms and so on.

More than a hundred Scots and English Travellers were interviewed and the editors needed extensive perseverance to track them down. The result is an invaluable addition to the literature, a worthy successor to *Travellers of the Open Road* (1974) and *The Record of Singing* (1954), and examined by Michael Snow in *The Record of Singing* (Duckworth £12.50), the first of a

# Fun and French

Further education  
Brian Hill on Télé-France

There is little doubt that *Télé-France* is the most notable language series broadcast this year. It has taken many of the features of the earlier *Réponse* programme, retained them and provided francophiles with an enjoyable experience.

Each programme is related to a particular theme—*Le pain et le vin*, *Loin de Paris*, *Paroles*—which is illustrated by clips selected from French-speaking television programmes.

Among the successful innovations are the broadening of horizons to include Switzerland, Canada and Belgium and the drawing of the doubtful "presenter" lounge in favour of a less obtrusive voice-over presentation. Talking to viewers from a variety of backgrounds, it is clear that the series is popular and that the programme has proved amusing and interesting. If, therefore, the object has been to entertain, *Télé-France* is clearly succeeding and tens of thousands of people are benefiting from a dose of linguistic exposure which they would otherwise not have had.

Entertainment may quite justifiably be regarded as a valid objective in its own right, but, as the initial publicity campaign has also offered to viewers whose followers "Ensemble" and "Sur le Vif" . . . to give them a chance in developing their comprehension of the language? A somewhat different judgment must be applied.

# BBC2/Film

## Chemical reactions

Changes at Royal Institute of Chemistry

To many of us science is a closed book and scientists discussing their work seem as well as speaking in foreign languages. By specialising in schools, the divide between scientist and non-scientist has become a chasm. The Royal Institute of Chemistry has been concerned about this for some time, and to mark its centenary has commissioned a film for the general audience which will prove shown on BBC 2 on 18th and 19th December 4 repeat 6.05 pm December 30.

Chemist's a half-hour film on the work of chemists. It opens with an introduction to the concept of change and its place in nature, linking these changes we see in everyday life to the changes in chemical reactions in which the chemist works. These follow two case studies, one concerned with the discovery of a new drug, the other with the development of a new type of fibre. Two public analysts discuss their work.

The introductory sequence is, perhaps, too long although it is visually pleasing, with soft pastel photography and magical time lapse shots of molecular models. The first case study which will prove the most difficult section for the non-chemist.

Dr Robin Camellia describes the work which led to the discovery of Cimetidine, a drug for the treatment of gastric ulcers. He emphasises the importance of guess work in the research which led to the discovery of Cimetidine, the discovery of Imperial Russia, the work will probably be more at home on the student's bookshelf.

# Talking heads

Radio  
Christopher Griffin-Beale reviews "The Head"

How has the head's professional role changed, and how appropriate are the procedures for selecting, training and if necessary—removing them?

In this week's Radio 4 documentary, *The Head*, Brian Grimbridge and producer Sally Thynne offer a valuable examination of these topics, indicating their relevance to the current debates about accountability and school management, but not allowing these familiar matters to distort the programme's fresher emphasis on the career of a head. Indeed, the word "accountability" did not surface until well into the second half of the programme. It was followed quite late by the Taylor report.

The programme concentrated exclusively on heads of secondary schools—perhaps wisely given the differences between primary and secondary, and the greater pressures facing secondary heads, both from the community and from changing school organisations. But the influence upon a school, for good or ill, exerted by a head's personality—whose importance Grimbridge underlined by quoting the recent DES report of Ten Good Schools—can be observed much more clearly in smaller primary schools.

The programme did not consider how the head's role might change: we heard no radical proposals on this, nor did we hear from those below or above the head. All five speakers spoke as heads or ex-heads.

Two had been heads: Harry Judge, now director of Oxford University's department of educational studies, and William Percival, principal of Charlotte Mason College. Two are still heads: John Chapman, head of a primary school in Glastonbury, and Stanley Davy, just taken up his first headship, a new school in Richmond.

These five were well placed to describe how the head's role actually has changed, and to indicate the changes in selection and training, always generalising from close experience. On these matters the programme was admirably lucid. It concentrated on a few speakers, eschewing both a live-way discussion, or the breathless consensus which supports literary and academic speakers, instead, portions of separate interviews were inter-cut according to the theme, allowing

# Films

## New contacts

Graham Wade on a new project at the ILEA's Learning Materials Centre

The ILEA's Learning Materials Centre, in Highbury, North London, is one of the few television studios that allows free access to school children—without their having to go through a strict training programme. Recently it was used for a dual purpose: to reach the youngsters something stimulating, and also to introduce six student-teachers in urban pupils.

The dozen teenagers were in the third year of an average-stud comprehensive in East London, and the trainee teachers in their first term on the postgraduate course for English teachers at the Institute of Education, London University.

For one half-day a week for six weeks, the student-teachers had visited the school to prepare a brief television piece around the idea of education. The youngsters had split into two groups, one electing to investigate teaching styles and the other school buildings. On their arrival at the television studio, both sections had a fair piece of what they were going to do. The resulting film, *Teaching Styles*, was based on a series of

# Briefings

Radio and tv  
EE and general interest

Parost (Sunday, 10.34 BBC1, Wednesday, 10.45 BBC2). In the second discussion programme of the series, Asian women meet to talk about the education of young children.

Télé-France (Sunday, 11.15 BBC1, Tuesday, 19.05 BBC2). This week French as spoken in countries other than France. Film from Switzerland, Belgium, Les Antilles and Canada. *What Right Have You Got?* (Sunday, 15.30 VHF4).

Local authorities provide almost a third of the total accommodation in Britain. What are their responsibilities and problems? *Raising a Home* (Monday, 18.30 Radio 3).

"Do-it-yourself" gives practical advice on what jobs to tackle at home and the necessary tools. *The School Years* (Monday, 19.00 Radio 3). What sort of learning experiences does the adolescent need in order to develop a strong sense of identity? *Volunteers* (Monday, 19.05 BBC2, Wednesday, 15.25 BBC1).

A look at the opportunities for voluntary work in Peterborough through the Community Relations Council. *Helping with Spelling* (Tuesday, 19.00 Radio 3). What are people who are teaching adult illiterates. Does spelling matter? No unless you want to write. *The Prisoners* (Thursday, 19.00 Radio 3).

The programmes examining the pressures exerted on prisoners and their families. "A Lifetime's Debt" investigates how difficult it is for ex-prisoners to adapt to freedom. *Misuse, Maestro, Please!* (Friday, 19.00 Radio 3).

These programmes in the past? Trevor Pinnock. Just what musicians and performers who consider pre-classical music "dull old stuff" are missing. **Letter**

# 'The Survival Game'

Sir,—I was concerned to read the review of *The Survival Game* (October 28). While moderate in its recommendations, it in no way covers any of the merits of the films which are misleading, nor does it emphasise that the film can only be effectively used as an integral part of a carefully planned course. The film is guilty of perpetuating the "bicultural" attitude to add it contains racial stereotypes which are distortion, and it deals inadequately with the question of nuclear power for poorer nations. While agreeing that many of the dramatic presentations in the film do cover complex issues, such as waste assessments, effectively, the facts are so speedily put across as to be confusing. The *Gone with the Wind* attitude to add it contains racial stereotypes which are distortion, and it deals inadequately with the question of nuclear power for poorer nations. 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